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ABSTRACT

This final report of the Western Regional Resource Center (WRRC), Oregon, describes highlights and impact of activities and products of the full 1987-1993 period and also includes detailed progress and evaluation information for activity during the final 2-year period. The WRRC serves State Departments of Special Education in the states of Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington, and the various Pacific territories and associated island nations. The report lists the Project's eight goals and examples of activities meeting these objectives. These include: (1) conduct needs assessments and develop technical assistance plans with each State Education Agency (SEA); (2) provide consultation, technical assistance, and training to SEAs; (3) assist to identify and solve persistent problems in delivery of services; (4) address emerging issues such as the needs of minority groups and students who are medically fragile; (5) improve outcomes for students with disabilities, including improving transition from school to work; (6) network and collaborate with other regional centers and related providers; (7) gather and disseminate information to SEAs; and (8) assist in the training of and provision of information to both professionals and parents. A list of WRRC products is included. (DB)

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FINAL TECHNICAL REPORT
for the
WESTERN REGIONAL RESOURCE CENTER

ED 366 120

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EC 302 714

1991 - 1993

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FINAL TECHNICAL REPORT
for the
WESTERN REGIONAL RESOURCE CENTER

1991 - 1993

Cooperative Agreement H028-A10013

August 1993

Program Operations Branch
DPAP/OSEP
400 Maryland Avenue, SW
Washington, D.C. 20202

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EXECUTIVE SUMMARY

The Western Regional Resource Center (WRRC) is a technical assistance agency serving State Departments of Special Education in the States of Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon and Washington, the Territories of American Samoa and Guam, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, and the freely-associated Federated States of Micronesia and the Republic of the Marshall Islands. This document is the final, cumulative report of the activities, events and results of technical assistance the WRRC provided from June 1, 1991 through May 31, 1993.

Funded by Cooperative Agreements through the Office of Special Education Programs, US Office of Education, the national Regional Resource Center program was charged with eight objectives, to be achieved by each RRC in accordance with the particular needs and characteristics of the SEAs in its region. Following are some examples of how the Western RRC met these national objectives. Complete descriptions are found in the full report.

Goal 1: conduct needs assessments and develop technical assistance plans in conjunction with each SEA

- two formal needs assessments were conducted annually, and reported to the Project Officer
- ongoing needs assessments were performed in the course of delivering services, reviewing progress or eliciting evaluation information
- 62 technical assistance plans responding to those needs were negotiated during the grant period for services at state, multi-state, multi-regional and national levels.

Goal 2: provide consultation, technical assistance and training to SEAs and, through such agencies, to LEAs and other appropriate public agencies who provide special education

recipients of and participants in WRRC services included

- state special education and general education staff; administrators and teachers in special education and general education at intermediate unit, district and building levels
- personnel from early intervention/early childhood agencies at the state, regional and national levels
- staff from agencies and organizations serving students from linguistically and culturally diverse backgrounds, and serving students with disabilities in correctional facilities
- representatives at the state, regional and national levels of professional parent, teacher, administrator, consumer and advocacy organizations

***Goal 3**: assist to identify and solve persistent problems in providing quality special education, related services and early intervention services to infants, toddlers, children and youth with disabilities and their families*

- consultations, workshops and papers on specifying outcomes for all students
- consultations and workshops on monitoring processes
- consultations and linkages for enhanced early intervention programs

***Goal 4**: address new and emerging issues such as meeting needs of students with disabilities from culturally or linguistically diverse background, who are medically fragile, addressing issues of recruiting and retaining qualified special education personnel*

- procedures and practices for serving students with traumatic brain injury and attention deficit disorders
- guidelines for including students with disabilities in states' reform and restructuring efforts
- consumer reactions to schools and particular elements which made them successful
- considerations in serving students with disabilities in correctional institutions
- implementing transition and assistive technology regulations under IDEA

***Goal 5**: improve outcomes for students with disabilities, including improved outcomes for students making the transition from school to the work place (employment, independent living)*

- establishment of national network for information exchange and dissemination to support OSEP's Systems Change grantees
- consultations, presentations and papers on restructuring educational and social systems for improved access and outcomes in school, at work and in the community

***Goal 6**: network and collaborate with other RRCs, technical assistance providers, experts, clearinghouses and dissemination projects, regarding sound state-of-the-art educational and early intervention practices and procedures*

- work with OSEP and other OSEP-funded technical assistance and dissemination projects to increase information from projects to practitioners, and to improve access and distribution of such information in support of specific state and local efforts

Goal 7: gather and disseminate information to SEAs, coordinating this dissemination with other RRCs and other relevant projects

- collaboration with OSEP, NASDSE, CEC and other agencies in designing a national agenda to promote inclusion and outcomes for all students ("all means all") in national and state reform efforts

Goal 8: assist in the improvement of information dissemination to, and training activities for, professionals and parents of children with disabilities

- support to OSEP in its annual Leadership Meeting for state directors of special education
- collaboration with other OSEP-funded projects to exchange information and enhance dissemination to education leaders, consumers and key stakeholders

The full report is organized in three sections:

Section I:	Highlights and Impact of WRRC Services, 1987 - 1993
Section II:	WRRC Products, 1991 - 1993
Section III:	Final Quarterly Report of Progress, 1991 - 1993

The *Highlights* detail selected activities and services and their impact. Impact generally occurs significantly after the completion of direct technical assistance; it is one indication of the extent to which the assistance results "took hold" in a state's own sequence of improving programs and practices for children with disabilities. Therefore, this section also reports activities and impact which preceded the cooperative agreement; the results of and effects from earlier activities help shape the application and success of new ones, and better illustrate how systemic change takes place.

The *Products* section lists those documents of general interest developed and disseminated by the WRRC during the cooperative agreement.

The *Final Quarterly Report* provides detailed progress and evaluation information for activity during the two-year period.

I. HIGHLIGHTS AND IMPACT OF WRRC SERVICES

A. Introduction
B. Regional Efforts
C. State Specific Activity and Impact

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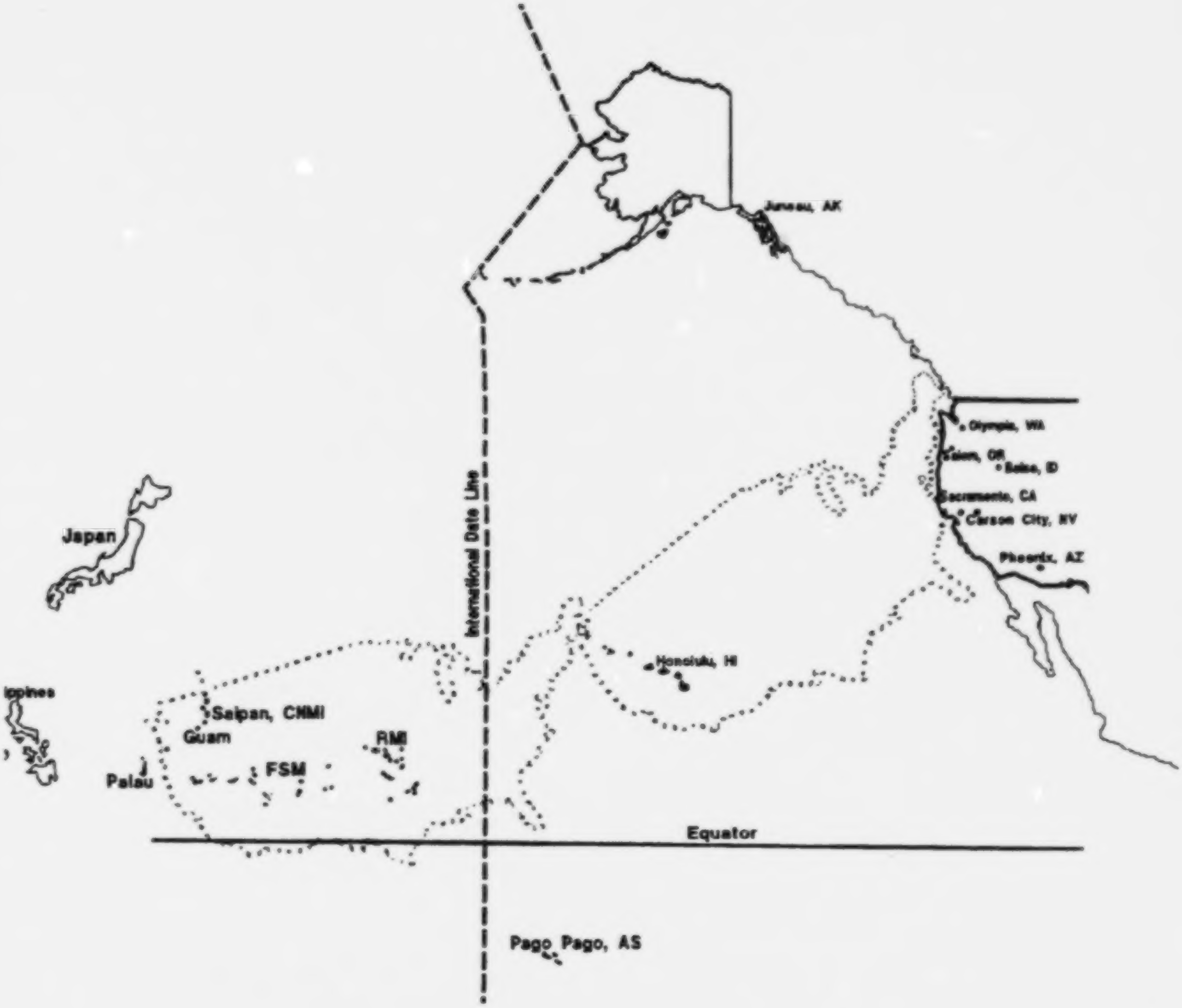
A. INTRODUCTION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Saipan, CNMI
Guam
RMI
FSM
Palau
Equator
Pago Pago, AS

INTRODUCTION

The Western Regional Resource Center is a technical assistance agency serving State Departments of Special Education in the States of Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon and Washington, the Territories of American Samoa and Guam, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, and the freely-associated Federated States of Micronesia and the Republic of the Marshall Islands.

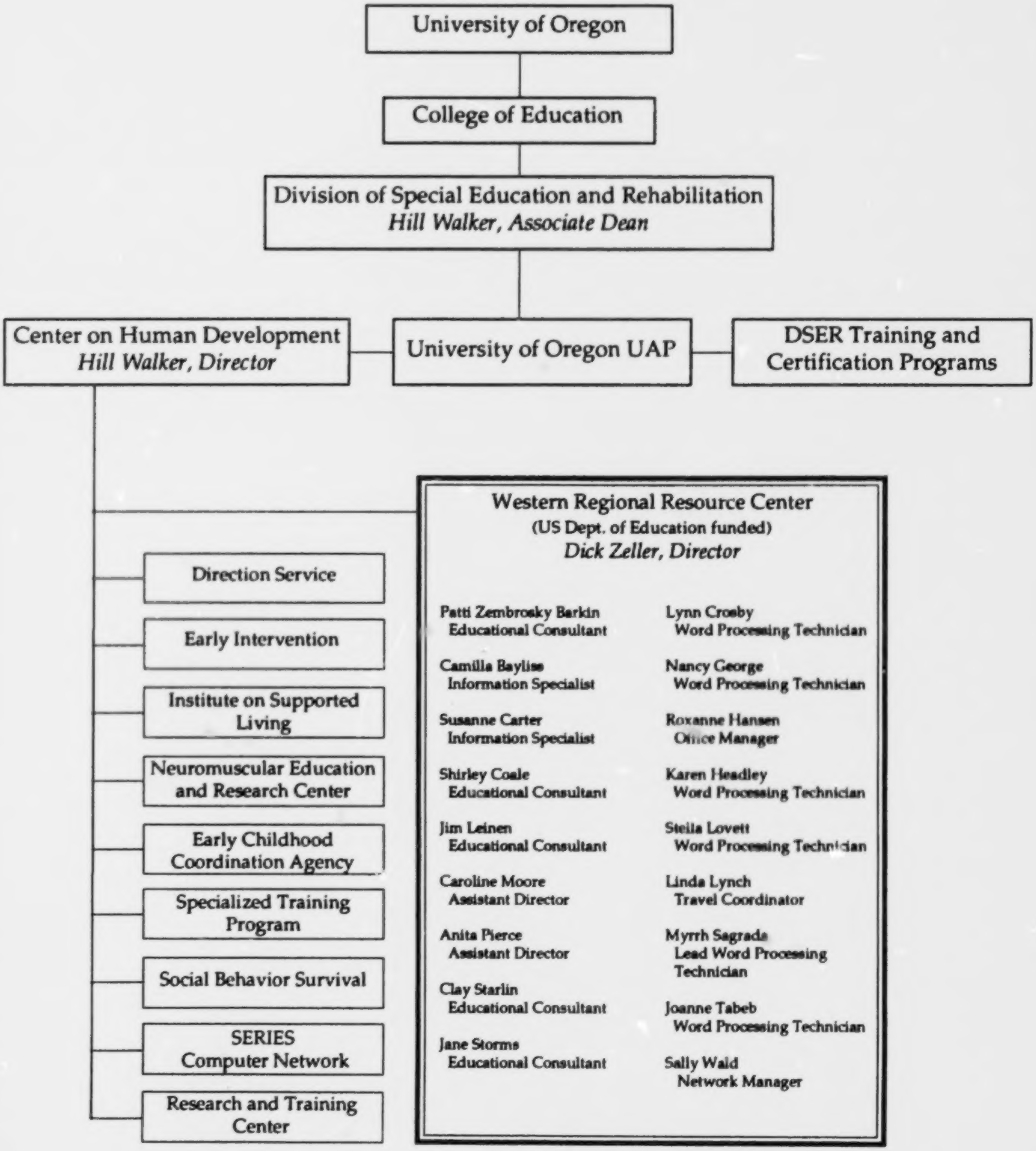
FACTS ABOUT THE REGION

This region covers nearly one-sixth of the earth's surface -- about 30,000,000 square miles. The map illustrates the ranges: Eugene to Anchorage is about the same as the distance from Washington, D. C. to Salt Lake City. From Juneau, Alaska to the farthest populated Aleutian Island equals the distance from New York to San Francisco. The trip to Guam is about 7,000 miles, crossing the international dateline and requiring more than 14 hours of air time, not counting stopovers. American Samoa is five flight hours south of Honolulu and the only U.S. territory south of the equator. The land area of this region is about 1,230,000 square miles, almost one third of the total land area of the United States.

The region contains the most and least populated client states (California with 27,000,000 people and the Republic of Palau with 15,000), and the largest and smallest states in terms of land mass (Alaska with 586,000 sq. mi. and the Republic of the Marshall Islands with 66 sq. mi.). It is more diverse than the nation at large: 32% of its population comes from non-dominant cultural, ethnic and racial groups versus 25% for the entire U.S. There are many ethnic groups in the region's student population; the Pacific region as a whole has a population of almost 1.5 million that encompasses both Micronesian and Polynesian peoples as well as a variety of non-indigenous populations.

This region encompasses a diverse range of economics and politics that is reflected in the levels of education support: $419 per student in the Republic of Palau, $8,818 in Alaska. Unlike the mainland, the Pacific entities are combined State and local education departments, extremely complex in their governance and programmatic relationships with the U. S. Government.

The Western Regional Resource Center
University of Oregon


University of Oregon
College of Education
Division of Special Education and Rehabilitation
Hill Walker, Associate Dean
Center on Human Development
Hill Walker, Director
University of Oregon UAP
DSER Training and Certification Programs
Western Regional Resource Center
(US Dept. of Education funded)
Dick Zeller, Director
Direction Service
Early Intervention
Institute on Supported Living
Neuromuscular Education and Research Center
Early Childhood Coordination Agency
Specialized Training Program
Social Behavior Survival
SERIES Computer Network
Research and Training Center

Patti Zembrosky Barkin Educational Consultant	Lynn Crosby Word Processing Technician
Camilla Bayliss Information Specialist	Nancy George Word Processing Technician
Susanne Carter Information Specialist	Roxanne Hansen Office Manager
Shirley Coale Educational Consultant	Karen Headley Word Processing Technician
Jim Leinen Educational Consultant	Stella Lovett Word Processing Technician
Caroline Moore Assistant Director	Linda Lynch Travel Coordinator
Anita Pierce Assistant Director	Myrrh Sagrada Lead Word Processing Technician
Clay Starlin Educational Consultant	Joanne Tabeb Word Processing Technician
Jane Storms Educational Consultant	Sally Wald Network Manager

THE WESTERN REGIONAL RESOURCE CENTER

The Regional Resource Center program at the University of Oregon has been funded by the federal government since 1969. One of six nationally (and the last remaining of the original four demonstration projects), the Western Regional Resource Center assists its assigned state special education agencies (SEAs) improve policies, programs and practices to benefit children and youth with disabilities. The mission and goals of the Center follow from the staff's shared commitment to the full inclusion of individuals with disabilities in society.

The WRRC provides consultation based on a thorough knowledge of each SEA and its priorities, emerging regional and national issues, and best practices in the fields of education and allied health services. This range of services includes training, awareness and networking forums and conferences, needs analysis, information searches, product development, program analysis and strategy development. The WRRC supports individualized, high quality services that are family-guided, culturally appropriate, and community-based. These services are negotiated with the SEA Director in each jurisdiction, and may be directed to SEA staff, local district personnel, parents, or other related agency staff.

During the period covered by this report, technical assistance from the WRRC addressed SEA-identified needs and areas of growing concern for states. These included reform/restructuring, early childhood, changing roles, transition, family support and involvement. The WRRC capitalized on growing interest in systems change, changes to IDEA, services to students in diverse linguistic and cultural environments, changes in the Comprehensive Systems of Personnel Development, among others, by sponsoring awareness activities and skills training to enhance SEA leadership and management. Multistate and multiregional activities expanded the professional networks from which SEAs could draw, and modeled the benefits of collaboration: most of the WRRC multistate activities were co-sponsored with other TA providers. The multistate activities are presented in Section B, Regional Efforts; individual state assistance is described in Section C.

B. REGIONAL EFFORTS

REGIONAL EFFORTS

A regional center serving multiple and diverse agencies and individuals requires an array of strategies to help analyze needs and construct appropriate strategies to meet them. One benefit of the WRRC's regional position is its ability to forge and enhance relationships with and among clients. This approach maximizes cost-effective use of resources, provides a vehicle for addressing common issues, and enables the State Special Education Agencies (SEAs) to use each other in planning and providing programs for students with disabilities in their respective jurisdictions. Other advantages include

Knowledge of states: The WRRC's tenure in this region has produced a great body of information on how the SEAs operate, their personnel, politics, and larger context. This continuity of effort and geographic proximity enable the regional center to offer increasingly appropriate and applicable assistance, and to advocate on behalf of the special education divisions and programs in the jurisdictions.

Focal communication point: A regional center's capacity to access and disseminate timely information provides a resource no single SEA can duplicate; its position establishes links among states, between states and the federal government, and between the states in the western region and those in the rest of the nation.

Mixing "unlike" states to generate new, unique solutions: The regional center links knowledge of clients to national resources, makes expertise accessible to smaller states, helps translates research into practice, and fosters cooperation to enhance SEA ability to respond to emerging trends and to seek different strategies to address needs. In-region networking facilitates peer support by sharing successful services and tracking effects systematically across state lines.

Cost effectiveness: The regional configuration can often maximize limited resources and increase the effort/benefit ratio of program improvement or systems change. The WRRC's experience working with other agencies to serve common clients demonstrates the value of collaboration for both providers and recipients.

The activities described on the following pages illustrate the WRRC's particular regional configuration and functions.

Assistive Technology

HIGHLIGHTS, 1991 - 1993:

- Prepared and disseminated information packets and conducted two teleconferences on the requirements of the new regulation and its implications for state action, expanding the WRRC database and responding to individual SEA requests for further information.

Corrections

HIGHLIGHTS, 1991 - 1993:

- Developed Topical Update, *Corrections Connection: Special Education in the Criminal Justice System.* **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**

- Conducted forum on planning, staffing and delivering special education services to youth 16 - 21 in adult correctional facilities. **(AK, AZ, CA, CNMI, GU, ID, OR, WA)**

CSPD

HIGHLIGHTS, 1987 - 1991:

- Conducted two day planning seminar on Comprehensive System of Personnel Development. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**

HIGHLIGHTS, 1991 - 1993:

- Conducted Strategic Planning Institute on CSPD. **(CNMI, GU)**

- Conducted second Data Management Forum **(AK, AZ, CA, HI, ID, OR, NV, WA)** and provided follow-up support to individual SEAs pursuing state-specific extensions or applications. **(OR, WA)**

- Supported Pacific staff participation in the Summer Deaf/Blind Institute **(AS, FSM, RMI, ROP)** and facilitated the practicum assignment of a teacher from Kosrae, **FSM**.

Early Childhood

HIGHLIGHTS, 1987 - 1991:

- Enabled SEAs with a preschool mandate and an early intervention lead agency other than education to participate in three multiregional forums addressing issues and strategies common to this particular type of state. **(AK, AZ, CA, HI, ID, OR, NV, WA)**
- Sponsored regional topical meeting on common problems and suggested strategies for serving infants and toddlers. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**
- Created information avenues, *Current Status of Early Childhood Activities in the Western Region* and the quarterly *Early Intervention Notes*, for Part H and Section 619 coordinators in the region. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**
- Facilitated networking among states participating in national and professional conferences. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**
- Conducted regional topical meeting on developing statewide technical assistance systems for states with large rural populations. **(AK, AZ, ID, NV, OR, WA)**
- Collaborated with NEC*TAS to conduct Early Childhood Meetings during the Second Pacific Basin Interagency Leadership Conference. **(AS, CNMI, GU, FSM, RMI, ROP, WA)**

HIGHLIGHTS, 1991 - 1993:

- Maintained quarterly contacts with early childhood specialists, both through teleconferences and regional meetings in conjunction with national gatherings. These contacts linked SEA staff with one another and identified common areas of concern for topical treatment and information packets. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**

LRE

HIGHLIGHTS, 1987 - 1991:

- Conducted a forum on providing free appropriate public education to students with disabilities who are placed in non-traditional settings, and generated a framework of issues on the topic. **(AZ, CA, CNMI, GU, ID, NV, OR, WA)**
- Cosponsored summer workshops with HI Regional Resource & Training Center to train special education staff in rehabilitation techniques. **(CNMI, RMI, ROP)**
- Supported teams of general education administrators to receive training, visit exemplary sites, and develop implementation and training plans for increased integration of students with handicaps in the regular classroom. **(CNMI, GU, RMI, ROP)**
- Conducted Second Pacific Basin Interagency Leadership Conference Integration Seminar. **(AS, CNMI, GU, FSM, RMI, ROP, WA)**

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Conducted training to initiate and maintain parent support groups. **(CNMI, FSM, GU, RMI, ROP)**
- Sponsored seminar on issues of needs and services for infants exposed to drugs, infants with AIDS, and infants dependent on technology. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**
- Developed Topical Updates with information and resources on critical issues: siblings, infants, substance abuse, and IFSPs. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**
- Issued quarterly *WestLinker*, an information exchange bulletin for parent representatives and SEA Directors (to copy and distribute as desired). **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**
- Facilitated Parent Group Meetings during the Second Pacific Basin Interagency Leadership Conference. **(AS, CNMI, GU, FSM, RMI, ROP, WA)**

HIGHLIGHTS, 1991 - 1993:

- Coordinated with TAPP national and regional centers to support ongoing development of parent organizations and their access to information and funding for expansion. Participated in the TAPP Western Regional Conference. **(AS, CNMI, FSM, GU, RMI, ROP)**

Restructuring

HIGHLIGHTS, 1991 - 1993:

- Collaborated with other RRCs to help states update the national compendium, *Educational Reform and Special Education: Partnerships in an Era of Change,* distributed by OSEP at its annual Leadership Conference. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**
- Designed consumers and schools project, interviewing young adults in and out of school about their experiences and ideas about how to improve school experiences for all students. The findings were published in *The Perfect School,* a monograph focused on consumer recommendations about how to improve the school experience for all students. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**
- Collaborated with OSEP, the RRFC System, NASDSE and other significant national players in the design and support of a "National Agenda," to outline beliefs, vision, mission, objectives and strategies to lead to understanding "all means all," and establish guidelines to accommodate students with disabilities as equal participants in each "educational system."

SEA Management

HIGHLIGHTS, 1987 - 1991:

- Responded to ongoing information requests from SEAs on topics of current interest. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**
- Conducted seminar on recruitment/retention to initiate regional network of SEAs working on similar issues. **(AK, ID, NV, WA)**

- Sponsored two-day workshop on long-range planning and meetings management interventions. **(AK, AZ, CA, HI, ID, NV, OR, WA)**

- Included three other RRCs in the planning and delivery of the long-range planning and meetings management workshop. **(MPRRC, MSRRC, SARRC)**

HIGHLIGHTS, 1991 - 1993:

- Completed analyses of new IDEA regulations, one general and the other specific to transition, for dissemination to SEAs and other RRCs. Focused five monthly Directors' calls on reviewing specific amendments to IDEA and discussing their implications for states. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**

- Supported interstate network of SEA data managers and conducted a forum to further individual state data system improvement, and to pursue possibilities for a regional data system. **(AK, AZ, CA, HI, ID, NV, OR, WA)**

- Conducted two annual leadership workshops for regular and special education teachers and administrators. **(AS, FSM, GU, CNMI, RMI, ROP)**

- Participated in State Plan Academies and supported those region states submitting new State Plans through individual draft and review assistance. **(AS, AZ, ID, ROP, WA)**

- Conducted monthly teleconferences for the region's Directors to facilitate the exchange of information, issues and strategies in support of SEA leadership. Topics included current legal issues in IDEA and related law; ADA requirements and implications; adjudicated youth; and five calls focused on the new IDEA regulations. **(AK, AS, AZ, CNMI, CA, GU, HI, ID, NV, OR, WA)**

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Sponsored forum for SEA directors and parent representatives to examine critical indicators of state capacity and program development. **(AK, AZ, CA, GU, HI, ID, NV, OR, WA)**

- Supported interstate network of SEA data managers to identify and address issues of common concern. **(AK, AZ, CA, HI, ID, NV, OR, WA)**

- Conducted forum for SEA data managers to support individual state data system improvement, and to deliberate possibilities for a regional data system. **(AK, AZ, CA, HI, ID, NV, OR, WA)**

- Conducted comprehensive analysis and produced reports on the current status of special education. **(CNMI, FSM, GU, RMI, ROP)**

HIGHLIGHTS, 1991 - 1993:

- Collaborated with other RRCs to design and conduct the second national conference for SEA monitoring staff, featuring presentations, topical discussions and networking opportunities to increase the information and resources available for enhancing quality monitoring systems. **(AZ, CA, CNMI, FSM, GU, ID, NV, OR, ROP, WA)**

- Conducted quarterly teleconferences for the region on selected topics based on SEAs' needs and interests to facilitate interstate information and interaction for improving state monitoring systems. **(AK, AS, AZ, CNMI, CA, GU, HI, ID, NV, OR, WA)**

Special Populations

HIGHLIGHTS, 1987 - 1991:

- Collaborated with Mountain Plains RRC and the national Child and Adolescent Services System Program to provide cross-regional conference on effective services to students with BD/ED. **(AS, AZ, GU, ID, NV, OR, WA)**

Transition

HIGHLIGHTS, 1987 - 1991:

- Sponsored two seminars on current practices and possible designs for follow-up and follow-along studies. **(AK, AZ, CA, HI, ID, NV, OR, WA)**

- Conducted multi-state conference with Rehabilitation Services Administration, Region X, on progress to date and next steps in transition planning and implementation. **(AK, AZ, CA, HI, ID, NV, OR, WA)**

- Sponsored forum for SEA staff, "Transition and Legislation: Implications for States." **(AK, AZ, CA, HI, ID, NV, OR, WA)**

HIGHLIGHTS, 1991 - 1993:

- Sponsored monthly teleconferences for transition specialists in the region. Materials and minutes of the calls were always provided. Topics of the calls included:
  - ••status of State Transition Systems Change Grantees activities,
  - ••update on the Carl Perkins Vocational and Applied Technology Education Act and the implications for students with disabilities
  - ••compliance with Department of Labor and the Fair Labor Standards Act as it relates to school sponsored work experience,
  - ••individual state transition training efforts,
  - ••status of the reauthorization of the Rehabilitation Act and its implication for transition services,
  - ••graduation requirements, diplomas and IEPs, and
  - ••Notice of Proposed Rule Making for Part B Regulations.

  (AK, AZ, CA, CNMI, GU, HI, ID, NV, OR, WA)

- Prepared synthesis of final IDEA regulations relating to transition, and disseminated this to regional states, RRCs, OSEP, NASDSE, the Transition Institute and the National Transition Network. **(AK, AS, AZ, CA, CNMI, FSM, GU, HI, ID, NV, OR, RMI, ROP, WA)**

C. STATE SPECIFIC ACTIVITY AND IMPACT

FOREWORD

The following pages present selected Western Regional Resource Center services and impact in each jurisdiction over the past six years. In this report, impact is what happened significantly after completion of direct service(s); it is one indication of the extent to which the assistance results "took hold" in the state's own sequence of improving programs and practices for children with disabilities.

Impact statements in these state reports may address changes in state policy, program or practice which resulted, at least in part, from WRRC individual state assistance or from multi-state activities described in Section B (above).

Included here are activities and impact which precede the recent cooperative agreement for which this document represents the final technical report, precisely because of the inevitable lapse of time between service and impact. Effects from previous years are significant considerations in planning and delivering current services. The results of earlier activities help shape the application and success of new ones, and illustrate in many cases how systemic change takes place.

The information is organized alphabetically by topic area. The *Highlights* are not all-inclusive: they describe much but not all of the assistance provided by the WRRC to its clients. Instances of impact are similarly selective: this impact was either collected by or reported to the WRRC, often less than the total but all that is available to us.

The demographic data which appear at the beginning of each section were obtained from *Special Education Placement Profiles*, (Westat, Inc., March 1991), the *12th Annual Report to Congress on the Implementation of The Education of the Handicapped Act*, (U.S. Department of Education, 1990: 1987-88 enrollment figures), and the *Current Status of Special Education Reports* for the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, the Republic of the Marshall Islands and the Republic of Palau (WRRC, 1991). We apologize for any error or omission in reporting the data.

English is the language of government; however, daily transactions throughout the Pacific and in segments of the states may be conducted in any of the several languages used by people in the Western region and listed for each jurisdiction as cited in the data sources.

ALASKA

CAPITOL: Juneau

LAND AREA: 586,412 square miles

POPULATION: 551,700

LANGUAGES: English, Eskimo, Yupik, Inupiaq, Tlinget, Haida, Athabaskan, Aleut, Eyak, Tsimshian

TOTAL 5-17 YEAR OLD ENROLLMENT: 112,153

STUDENTS WITH DISABILITIES SERVED, 6-21: 12,932

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Comprehensive System of Personnel Development (CSPD)

HIGHLIGHTS, 1987 - 1991:

- Supported efforts of CSPD committee to develop new by-laws and procedure manual and long range planning process.
- Participated in multistate and region-wide activities in CSPD (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Worked with CSPD committee to draft state CSPD plan, finalized the three-year plan and distributed it.
- Participated in multistate and region-wide activities in CSPD (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• All 54 districts have adopted the Handbook and are using it to revise local procedures.	• CSPD Plan is guiding early intervention training priorities.
	• CSPD Plan and process have been reviewed for use in developing WA's CSPD plan.

Early Childhood

HIGHLIGHTS, 1987 - 1993:

- Participated in multistate and region-wide activities in early childhood (see Regional Efforts, Section B).

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Supported, through the statewide Special Education Parent Team, beginning activities to form a statewide parent coalition.

- Participated in multistate and region-wide activities in parent involvement (see Regional Efforts, Section B).

Restructuring

HIGHLIGHTS, 1991 - 1993:

- Planned and supported a one-day seminar on restructuring at the Fall Special Education Director's Conference.

SEA Management

HIGHLIGHTS, 1987 - 1993:

- Participated in multistate and region-wide activities in SEA management (see Regional Efforts, Section B).

IMPACT, 1991 - 1993

- WRRC management training changed AK staff meeting and management procedures.

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Completed development of the Alaska Special Education Procedures Handbook.
- Provided training activities to support implementation of the Handbook.
- Developed and field tested the SEA's new monitoring system.
- Provided input regarding new directions for transition policy.
- Participated in multistate and region-wide activities in SEA monitoring (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- SEA, with input from state stakeholders, revised the Handbook in accordance with new IDEA requirements. (The Handbook continues to be the basic guideline document for LEAs in implementing special education programs.)

IMPACT, 1987 - 1991

- All 54 districts have adopted the Handbook and are using it to revise local procedures.
- Districts are using the Handbook as the basis for their local application to the SEA.
- Training for implementation has been taken over by state agencies.
- The SEA submitted their Part B state plan using major portions of Handbook.
- The Idaho SEA Director reported to the WRRC that their new "Handbook for Special Education" was modeled on the Alaska Handbook. The ID document has been distributed statewide to school districts to use to revise local procedures. Additionally, the ID document became a major component of the state's corrective action plan.

Transition

HIGHLIGHTS, 1987 - 1991:

- Participated in multistate and region-wide activities in transition (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Supported AK SEA staff participation in Oregon Transition Team Leaders' annual meeting to build awareness engage in and transition planning.
- Participated in multistate and region-wide activities in transition (see Regional Efforts, Section B).

AMERICAN SAMOA

CAPITOL:	Pago Pago
LAND AREA:	77 square miles
SEA AREA:	135,000 square miles
POPULATION:	52,000
LANGUAGES:	Samoan, English
MAIN ISLANDS:	Tutuila, Manu'a Group

TOTAL 3-18 YEAR OLD ENROLLMENT:	15,470
STUDENTS WITH DISABILITIES SERVED, 3-21:	395

Early Childhood

HIGHLIGHTS, 1987 - 1991:

- Participated in multistate and region-wide activities in early childhood (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- SEA early childhood specialist attended the Summer Deaf/Blind Institute in Guam in June, 1992.
- Participated in two regional teleconferences to address preschool to school age transition processes.
- Participated in WRRC-hosted regional meeting in conjunction with January 1993 NEC*TAS meeting.
- Held Third Annual parent conference. Over 50 people attended, with good representation by Part H parents.
- ECE program staff members now number 15, including two specialists and a screening team.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Part H and special education services for children ages 3-5 are moving ahead. Some Individualized Family Service Plans (IFSPs) have been completed by service providers from several agencies.	• Transition planning has produced a blueprint for early childhood program development, identification and referral; procedures are in place and being used.
• The Department of Education (DOE) is tooling up to meet Part H requirements. As a result of attending two WRRC Pacific Early Childhood meetings, the AS Interagency Coordinating Council was able to get all players working together in Saipan.	• Collaboration with Part H continues to work well. • The EC Coordinator designed the Second Annual Early Childhood conference for parents of children with disabilities, 0-5; the conference included the Head Start parent council (70+ people attending) and service provider "booths."

- The EC program expanded by 5 people (EC screening team, plus staff).
- The ESL model was introduced to better accommodate children moving from a Samoan-speaking to an English-speaking environment.

LRE

HIGHLIGHTS, 1987 - 1991:

- Planned and conducted, in collaboration with The California Research Institute at San Francisco State University, a series of program visits in the San Francisco Bay area for key DOE representatives.
- Assisted with the development of relevant policies and procedures in the areas of Individualized Education Program (IEP) development and placement.
- Provided consultation and training to elementary and secondary levels DOE staff working in the Intensive Education Support Program (IESP) on:
  - building team development,
  - effective teaching strategies,
  - instructional programming, and
  - functional assessment.
- Completed year-end evaluation reports for Years I and II of the IESP.
- Initiated development of training tapes for the IESP.

HIGHLIGHTS, 1991 - 1993:

- Completed training tapes for the IESP.
- Began plan with the Deputy Director of Education and the Director of Special Education for a long-range evaluation system which could reliably demonstrate the benefit of the IESP at both student and program levels.
- Began evaluation of IESP program.
- Trained specialists to implement LRE requirement.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• AS DOE expanded the IESP to 10 schools (K-4) in September 1990. All large and middle sized schools programs are going well. Programs are also established in ninth and tenth grades of all high schools (5). All programs involve the instructional vice principal at each school. Administrators report satisfaction with the program in all schools.	• AS DOE expanded IESP in 3 more schools and increased staff to 2 consulting teachers in 2 schools. • The elementary IESP program is now staffed by two specialists, 21 teachers, and two assessment personnel. • The secondary IESP program is staffed by two specialists, 10 teachers, and one assessment person.

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Delivered on-site training for American Samoa's newly formed Parent Association on parent responsibilities and integration.

- Developed a camera-ready parents' rights brochure in both English and Samoan. Copies will be printed in American Samoa and distributed on island to interested parents.

- Supported the travel of three parents to Honolulu to visit schools with integrated classrooms. Travel for four teachers on the same trip was paid by the Pacific Basin Deaf-Blind Project.

HIGHLIGHTS, 1991 - 1993:

- Conducted parent training on record keeping.

- Supported one AS parent leader to the TAPP Western Parent Conference in Billings, MT.

- Conducted training, with ROP SEA director, on group organization, identification of parents' concerns and needs and how an independent parent group applies for funding.

- Supported ongoing group development with regular information packets, as well as ROP's parent group constitution and by-laws, to parent leaders.

- Participated in multistate and region-wide activities in parent involvement (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• More parents are attending meetings and are expressing their ideas more freely.	• Parent groups have by-laws and have been chartered by the AS government.
Visit to integrated sites in Hawaii significantly changed the attitudes of participants in favor of greater integration.	
Parent groups are more active – have opened up, talking more; have plans to get parents involved in classrooms in order to learn more.	

Restructuring

HIGHLIGHTS, 1991 - 1993:

- Participated in multistate and region-wide activities in restructuring (see Regional Efforts, Section B).

SEA Management

HIGHLIGHTS, 1987 - 1991:

- Worked with SEA Specialists to conduct long-range planning for special education in Samoa. A vision was created as well as a mission statement and the start of staff roles and responsibilities.

- Participated in multistate and region-wide activities in SEA management (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Continued work with SEA specialists, providing training in Adult Learning Principles, Team Building and Consultation Skills.
- Provided assistance to SEA director in development of the state plan, a special education handbook (policies and procedures), and response to the OSEP monitoring report.
- Trained SEA director and specialists on word processing and data management applications, to increase general efficiency and the ability of the SEA to collect, store and analyze information on special education students and programs.
- Conducted intensive training on IEP development and implementation; continued computer training for SEA staff.
- Continued assistance toward the completion of both state plan and CAP.
- Participated in multistate and region-wide activities in SEA management (see Regional Efforts, Section B).

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Developed issue papers, which became parts of state plan, summarizing legal parameters, programmatic concerns, and resource allocation considerations for each of the following topics: child identification, referral, evaluation, eligibility, individualized programming, placement and procedural safeguards.
- Completed two drafts of American Samoa's Special Education Procedures Handbook, using the AS Division of Special Education work group to review and help revise the document.

HIGHLIGHTS, 1991 - 1993:

- Assisted SEA Director respond to OSEP monitoring findings, revise and computerize the state plan, and begin corrective action process.
- Revised draft of the Procedures Handbook.
- SEA director attended the Pacific Leadership Workshop in Pohnpei, which focused on SEA monitoring for the Pacific.

IMPACT, 1991 - 1993

- Connections through the WRRC with OSEP leadership personnel resulted in better readings of what was needed for corrective actions and adjusted timelines.

Transition

HIGHLIGHTS, 1991 - 1993:

- Analyzed the status of the current secondary and transition programs and initiated transition planning with families by conducting home interviews. Conducted an interagency transition meeting to describe the new transition requirements of P.L. 101-476.

- Planned and supported visit to Hawaii schools by two AS special education and one vocational rehabilitation staff to observe and consider for adoption the collaborative HI Special Education/Vocational Rehabilitation (SE/VR) Work Study program.

- Facilitated and supported HI state level SE/VR specialists to provide on-site consultation in AS regarding the modification and adoption of the SE/VR program. This was an extensive collaborative effort among WRRC, AS SEA, AS DVR, HI SEA, HI DVR, Region IX RCEP and the University of Oregon Employment Training Network.

- Facilitated and supported the AS secondary specialist spend one week in a HI school which was implementing SE/VR.

- Facilitated four-day workshop to delineate implementation guidelines and set plans for school year 1993-94.

- Implemented transition programs on a trial basis in one high school.

- Prepared camera-ready copy and disk of the AS Work Study guidelines for SEA distribution.

- Supported two special education teachers to attend the Pacific Rim Conference to learn about effective high school and transition program options.

- Participated in multistate and region-wide activities in transition (see Regional Efforts, Section B).

IMPACT, 1991 - 1993

- A new career awareness course will be offered to all at risk students starting in Fall 1992. A new teacher for this course will be hired.
- A plan has been developed to begin an in-school work study program Jan. 1993 and an out-of-school work study program in Fall 1993.
- AS special education and vocational rehabilitation staff are jointly developing a collaborative plan to assist students as they transition from high school to work.
- Five students graduated from high school this year; three earned regular diplomas and two received special certificates of completion.
- Approval was granted to move the program into at least one additional high school in Fall 93.

Twelve students in the pilot high school in AS were in work study at the end of the school year, and scheduled to participate with JTPA for the summer and continue being paid for their work.

ARIZONA

CAPITOL: Phoenix

LAND AREA: 113,510 square miles

POPULATION: 3,665,228

LANGUAGES: English, Spanish, Navajo, 17 affiliated tribal entities

TOTAL 5-17 YEAR OLD ENROLLMENT: 589,504

STUDENTS WITH DISABILITIES SERVED, 6-21: 55,000

Comprehensive System of Personnel Development (CSPD)

HIGHLIGHTS, 1987 - 1991:

- Provided a copy of the November 1988 Recruitment/Retention Seminar proceedings.

- Participated in multistate and region-wide activities in CSPD (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Participated in multistate and region-wide activities in data management (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	**IMPACT, 1991 - 1993**
• The SEA planned and conducted the first CSPD advisory committee meeting in three years as a result of the regionwide CSPD Forum.	• SEA staff set up the first university meetings for department chairs. Now they rotate amongst the five campuses with the IHEs facilitating and SEA staff attending.
• The SEA has begun restructuring and revitalizing systems for responding to requests from administrators, teachers, and field personnel for assistance or skills in improving programs for students with disabilities.	• As a result of this effort Dave Stockford from Maine came to talk about enhancing the quality of programming.
	• The Arizona SUPPORT/SELECT cadre and CSPD staff deliver inservice assistance "overnight" (1:1 or in groups).

Early Childhood

HIGHLIGHTS, 1987 - 1991:

- Provided ongoing consultation to the SEA's Section 619 coordinator to provide support and information and also to keep abreast of the status of early childhood services in Arizona.

- Participated with Arizona's Part H and Section 619 staff in NEC*TAS' first needs assessment and planning meeting.
- Conducted informal meetings with both the Section 619 and Part H consultants at the Partnerships for Progress meeting in July 1988 and also at CEC-DEC's national conference in November 1988.
- Section 619 coordinator attended multi-state early childhood meeting in June 1988, had substantial input into the agenda, and participated as a presenter.
- Participated in multistate and region-wide activities in early childhood (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• WRRC technical assistance and information responses contributed to the passage of Arizona's preschool mandate and subsequent funding.	
• The WRRC provided technical assistance and information which supported development of the state's Preschool Certification, approved by the Arizona BOE in August 1990.	• Arizona has established linkages with Utah and other training programs.

LRE

HIGHLIGHTS, 1987 - 1991:

- Participated in multistate and region-wide activities in LRE (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- The AZ*TAS document is being updated.

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IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• The WRRC conducted an Extended School Year (ESY) information search, which the SEA used to substantiate its request to the legislature. The ESY bill passed and was funded.	
• Arizona used WRRC literature search results to rewrite and obtain a Systems Change grant which began in the Fall of 1990.	• WRRC information contributed to research of a document on non-aversive behavior management, now ready for the press.
• Based on information on promising practices provided by the WRRC, the SEA's last three summer institutes for teachers and administrators have promoted bringing students back to home school in community.	

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Assisted the SEA develop and execute plans for sponsoring and maintaining Parents Are Liaisons with Schools (PALS), and facilitated the first PALS meetings of the 1989 and 1990 school years.
- Developed an extensive information packet on enhancing communication with legislators, teachers, and other parents for the PALS group.
- Participated in multistate and region-wide activities in parent involvement (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• As a result of the 1990 PALS meeting and networking opportunities through the WRRC's multiregional conference on SED/BD, two PALS parents have been hired to work at the SEA part-time on parent advocacy training and information dissemination.	• The AZ DOE has increased its parent information and networking specialists (PINS) to three (for each of the Northern, Middle and Southern regions of the state). These people facilitate PALS activities in each region.
• PALS is sponsoring training of local special education directors on the use/development of PALS.	• PINS now 1) conduct parent advisory meetings where there previously were none; 2) enhance existing meetings, and 3) work on disability awareness for school districts in conjunction with Easter Seal's disability training component.
• PALS developed the Pipeline Forum, reaching to outlying areas and focusing on children, families within the community, parent involvement.	• PALS Pipeline Forums have expanded to other regions in the state.
• AZ's Head Start/Regional Access Project Networking conference is making drug exposed infants a focus.	

SEA Management

HIGHLIGHTS, 1987 - 1991:

- Conducted a forum for SEA staff to discuss and develop a workable technical assistance system, following which the state's technical assistance improvement plan was developed and disseminated.
- Participated in multistate and region-wide activities in SEA management (see Regional Efforts, Section B).

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HIGHLIGHTS, 1991 - 1993:

- Conducted a "Pathways to the Future" planning session, following collection and synthesis of strategic planning processes, other state education/special education strategic plans and potential consultants.
- Completed analysis and revision of existing special education rules and regulations.
- Participated in multistate and region-wide activities in SEA management (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• The newly-developed statewide technical assistance system provided the initiative for designing the state's transition technical assistance system.	• AZ staff retained the same consultant to conduct training for their staff as change agents and their impact on TA.
• The SEA appointed a task group which developed the Arizona Technical Assistance System pamphlet from suggestions of the June 1990 technical assistance training. This pamphlet describes the state's technical assistance plan, and was printed and disseminated by the SEA to all school districts.	• As a result, the department has seen the development of the AZ*TAS Themes and Issues Series which has had major impact in Arizona and in other states (particularly the Section 504 paper). • AZ is producing its second edition of the AZ*TAS manual.
• An internal staff development plan on team building and technical assistance support issues has been created by the SEA, stemming from the statewide technical assistance plan.	

- Based on a WRRC information search on what other states are doing for child find efforts, the SEA has developed a public awareness campaign, "Every Step Counts," including posters and public service announcements, and has expanded its Childfind to include school-aged students.

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Conducted initial analysis/assessment of existing SEA policies and current monitoring system needs.
- Participated in multistate and region-wide activities in SEA monitoring (see Regional Efforts, Section B).
- The SEA took the opportunity at the multiregional Monitoring Conference to learn more about other state monitoring procedures and share their own efforts and progress with Arizona's Collaborative Compliance and Program Review.

HIGHLIGHTS, 1991 - 1993:

- AZ SEA staff has networked with Ken Olsen of MSRRC to review the AZ Collaborated Compliance Program Review document.
- Participated in multistate and region-wide activities in SEA monitoring (see Regional Efforts, Section B).

IMPACT, 1987 - 1991

- The SEA has begun developing district profiles based on information and activities provided by the WRRC.

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- The SEA has used information provided by the WRRC to pilot local conjoint monitoring and local processes. One major effort has been the RRC network's program effectiveness guide. All Arizona school districts received a copy and selected a component to design their own internal program review.

Transition

HIGHLIGHTS, 1987 - 1991:

- Assisted the SEA to develop a comprehensive plan for transition.
- Designed strategies for providing technical assistance on and evaluating LEA transition efforts.
- Participated in multistate and region-wide activities in transition (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Participated in multistate and region-wide activities in transition (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• The SEA hired an additional consultant to assist with transition technical assistance.	• Current transition activities include the Arizona Community Transition Teams (ACTTs) and gathering follow-along data on school leavers. Both of these SEA activities, due to the efforts of the AZ Transition Specialist, are currently funded by OSERS and include collaboration with universities. These two activities were elements of a 1990 WRRC TAA which included links to Oregon SEA. Since that time, the SEA's capacity to provide the necessary resources has greatly expanded.

• The SEA and Arizona universities have established new connections, increasing instate collaborative efforts, as a result of WRRC modeling and facilitation.	• SEA has continued linkage with Mike Benz at the University of Oregon.
• Following WRRC assistance to support local transition efforts, the SEA reinstituted a pilot for rural and urban follow along and completed a rough draft of a transitions manual.	• The AZ SEA continues to work with the DOL in proactive manner.
• The SEA requested WRRC consultation on a Department of Labor (DOL) issue regarding employment/training of students with disabilities. The SEA conducted a conference for local districts, attended by regional DOL and federal representatives, providing timely information to school districts and establishing agency communication links.	

CALIFORNIA

CAPITOL: Sacramento

LAND AREA: 156,297 square miles

POPULATION: 29,760,021

LANGUAGES: English, Spanish

TOTAL 5-17 YEAR OLD ENROLLMENT: 4,963,383

STUDENTS WITH DISABILITIES SERVED, 6-21: 428,793

Corrections

HIGHLIGHTS, 1991 - 1993:

- Five SEA and DOC staff participated in the multistate Corrections Connection activities (see Regional Efforts, Section B).

Early Childhood

HIGHLIGHTS, 1987 - 1991:

- Supported development of Interagency Coordinating Council.
- Provided technical assistance in development of Individualized Family System Program (IFSP) system.
- Participated in multistate and region-wide activities in early childhood (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Participated in multistate and region-wide activities in early childhood (see Regional Efforts, Section B).

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Supported development of the state's parent-education communication system - Special Education Community Advisory Committee Network of California (SECACNOC).
- Participated in multistate and region-wide activities in parent involvement (see Regional Efforts, Section B).

IMPACT, 1987 - 1991

- The parent advisory group now has representation from the state's training projects which are federally funded.

- Help with the SECACNOC group resulted in expanded parent representation on state CSPD committee.

Restructuring

HIGHLIGHTS, 1987 - 1991:

- Supported development of REI demonstration site in the Poway Unified School District.
- Developed screening manual and student booklets.
- Provided consultation and training for interested districts in California.
- Developed training tape of the Poway Integrated Resource Program.
- Supported adoption of data base program to process student performance data for Poway program.
- Participated in multistate and region-wide activities in LRE (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Supported an in-state consultation, a CA team visit to a Pennsylvania project, a report from this site visit, and the development of a document on student outcomes. These activities contributed to California's efforts to design a more flexible delivery system whose effectiveness is judged in terms of student outcomes.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Many districts are asking for materials and training regarding the Poway model.	• CA has identified three pilot sites to begin in Fall '93 to focus on innovative approaches to prevention assessment, service delivery and funding, based on WRRC assistance.

• The SEA has published an LRE handbook.
• The training tape is being marketed through *Resources In Special Education* as a resource for districts.

SEA Management

HIGHLIGHTS, 1987 - 1991:

- Participated in multistate and region-wide activities in SEA management (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- State Director participated in 7-PAK Directors' meetings.
- CA team participated in two 7-PAK Jobs Alike Student Outcome Meetings.
- CA team participated in 7-PAK Jobs Alike meeting relating to: Restructuring, CSPD, Technology & Information Dissemination, Transition, and Performance-based Systems.
- Participated in multistate and region-wide activities in SEA management (see Regional Efforts, Section B).

IMPACT, 1991 - 1993
• WRRC support has increased the SEA's focus on outcomes (a state-wide meeting on improving student outcomes is planned for Fall 1994).
• Evidence of WRRC contribution and importance to SEA efforts is reflected in CA's planning and scheduling the Fall Meeting to ensure WRRC participation.

SEA Monitoring

HIGHLIGHTS, 1987 - 1993:

- Participated in multistate and region-wide activities in SEA monitoring (see Regional Efforts, Section B).

Transition

HIGHLIGHTS, 1987 - 1991:

- Supported development of district-community demonstration sites and evaluation project.
- Completed first report of project on how graduates feel about educational experience, employment experience, etc.
- Participated in multistate and region-wide activities in transition (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Participated in multistate and region-wide activities in transition (see Regional Efforts, Section B).

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

CAPITOL:	Saipan
LAND AREA:	184 square miles
SEA AREA:	300,000 square miles
POPULATION:	60,000
LANGUAGES:	English, Chamorro, Carolinian, Tajalog, Korean, Japanese, Other Pacific languages
MAIN ISLANDS:	Saipan, Tinian, Rota

TOTAL 5-17 YEAR OLD ENROLLMENT:	6,123
STUDENTS WITH DISABILITIES SERVED, 6-21:	253

CSPD

HIGHLIGHTS, 1991 - 1993:

- Provided substantial information on targeting recruiting efforts, recruiting and contracting related services personnel.
- Developed plans for a long range CSPD with CEC CSPD Institute staff.
- Conducted a three day Strategic Planning Institute on CSPD in both Saipan and Guam in January 1993, in collaboration with the CEC CSPD Institute.

IMPACT, 1991 - 1993

- The CSPD Strategic Planning team and is developing a long range plan to improve both the quantity and quality of staff in the CNMI PSS.
- Both general and special education staff are now working jointly on a comprehensive system to address personnel needs.
- Because the special education director serves on the CNMI PSS recruiting team, she has more opportunities to inform the Director of Education about integrating special and general education in planning, curriculum, instruction.

Early Childhood

HIGHLIGHTS, 1987 - 1991:

- Provided information on best practices in developing an early childhood training program.
- Sponsored jointly with NEC*TAS a review of CNMI's preschool program development, which included recommendations on the ICC, service agency linkages, and the eligibility and delivery system.

- Consulted on community college training of EC development specialists.

- Conducted on-site training of EC staff on assessment-curriculum systems.

- Participated in the Second Pacific Basin Interagency Leadership Conference Early Childhood meetings (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Participated in the Third and Fourth Pacific Basin Interagency Leadership Conference Early Childhood meeting (see Regional Efforts, Section B).

- Participated in two teleconferences and received information packets on transition issues from preschool to school-age.

- Participated in the WRRC sponsored regional meeting of early childhood specialists in conjunction with the OSEP/NEC*TAS meeting in January 1993.

IMPACT, 1987-1991

- Interim policy for Part H has been submitted to Board through efforts of ICC.

LRE and Restructuring

HIGHLIGHTS, 1987 - 1991:

- Sponsored site visit and training in San Francisco for a team of general and special educators to learn about LRE and full inclusion for students with severe disabilities.

- Set groundwork with CNMI staff for the development of a strategy to work with students with mild disabilities in the regular classroom.

- Provided information packet on strategies for integrating students with special needs into regular schools and classrooms. The packet led to the development of further training of school personnel.

- Collaborated with SEA on a week long training for key personnel (administrators, principals, special and regular education teachers) on strategies for creating schools in which special education students are effectively involved in regular education classrooms and activities.

- SEA director visited Eugene to view schools in which integration strategies are employed.
- Participated in the Second Pacific Basin Interagency Leadership Conference Integration Seminar (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Collaborated with California Research Institute, Guam DOE, and CNMI PSS to plan and conduct "Schools Are for All Kids" training, working toward the effective integration of students with disabilities into general education classes.
- Planned follow-up training on effective integration strategies, and explored distance education strategies for on-going training.
- Conducted two-week consultation in schools to enhance the integration of students with disabilities in general education classes. Consultation included demonstration teaching in classrooms and teacher workshops.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Students are moving into village schools, a result of the SEA decentralizing its self-contained program.	• Continued movement of children into regular education classes. • Programs for children with disabilities are becoming integrated with regular education.
• Increased collaboration with regular education to design ways for regular classroom teachers to effectively teach a wider range of students.	• Cooperative learning techniques and modeling teaching strategies have increased collaborative efforts for inclusion.
• Increased use of itinerant teachers to provide support to regular education teachers in working with students with special needs in the regular classroom.	• Integration of students with disabilities continues to grow as general and special education teachers increase their skills in working together and providing more inclusive learning environments.

- Child Study Teams in all schools provide opportunities for the regular education system to retain "ownership" of children suspected of having a disability.
- Increased principal participation in IEP process and provision of services.
- SAFAK training has been extended to a wider audience.

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- A team of four CNMI parents attended the Parent Conference and Sub-Regional Advisory Committee in Guam. In addition, CNMI sponsored attendance of an additional fifteen parents to the meeting.
- Sponsored parent meetings with Jo Butts, TAPP and Phyllis Magrab in conjunction with the Early Childhood Conference in CNMI.
- Sponsored a Native American parent to present at the Statewide Developmental Disabilities (DD) Conference in CNMI.
- Described activities of CNMI parents in Westlinker.

HIGHLIGHTS, 1991 - 1993:

- Sponsored a parent meeting in conjunction with the Third Pacific Basin Interagency Leadership Conference.
- Supported one parent leader from CNMI to attend the TAPP Western Parent Conference in Billings, Montana in May 1993.
- Maintained contact with CNMI parent leaders through regular mailings of information packets, including ROP's PPN constitution and by-laws.
- Supported participation of parent leader from CNMI to the Third Annual Palau Parent Network (PPN) Conference in Palau in August 1992.

- Collaborated with Washington PAVE to present week long training for parent leaders on how to organize for support and advocacy, how to write grants and how to work more collaboratively with the DOE.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• The CNMI parent representative to the WRRC advisory committee now represents actual parents and their concerns. Prior to these WRRC sponsored events, this "parent representative" was not a parent.	• Parent group is formed, by-laws have been developed and efforts are underway to receive a group charter from the CNMI government.
• The SEA designated a staff member as a parent representative.	• Participated in the Partnerships for Progress Meeting.
• Parents participated in planning for Commonwealth DD conference.	• Parent is co-chair of ICC.
• More active involvement with DD Council and activities.	• CNMI parent leader returned after the TAPP conference determined to work with DD Council and parent group to plan a parent conference within a year and invite other Pacific leaders.
• Increased collaboration between SEA and parents, working to increase parent involvement in policy and program decisions.	• Parent group has met several times and is seeking assistance from DDC Executive Director in applying for seed money to fund the group for start-up
• The ICC, with Public School System (PSS) as lead agency, has active parent involvement in policy and decisions.	
• There is pending legislation on Comprehensive Bill of Rights for persons with disabilities.	

- Draft parent handbook has been developed with Catholic Social Services.

SEA Management

HIGHLIGHTS, 1991 - 1993:

- Reviewed and made recommendations for first draft of eligibility criteria.
- Provided feedback and information on SEA response to monitoring report.
- Reviewed draft state plan, with recommendations and information on several areas to be incorporated.
- Participated in multistate and region-wide activities on SEA management and monitoring (see Regional Efforts, Section B).
- CNMI director attended the WRRC sponsored Pacific Monitoring Meeting. (See Regional Efforts, Section B).

IMPACT, 1991 - 1993

- Received approval of all but one Corrective Action from 1991 monitoring visit.
- SEA's response to OSEP's letter of finding was accepted and CNMI is implementing necessary steps.
- Established monitoring of compliance system for CNMI.

Transition

HIGHLIGHTS, 1991 - 1993:

- Conducted transition training with secondary staff using one of the Guam SAFAK trainers. Staff learned about new IDEA transition requirements and strategies to involve students and families in workshops conducted by the Guam and WRRC transition specialists.

- Two special education staff participated in the Supported Employment Seminar in Eugene, Oregon.
- Secondary staff participated in the Corrections Connection activities (see Regional Efforts, Section B).
- Participated in multistate and regionwide activities on transition (see Regional Efforts, Section B).

IMPACT, 1991 - 1993

• Linkages have been made to other states improving transition services.
• Transition is part of the IEP.
• Transition has become the focus for all children with IEPs as they progress through 7th and 8th grade.

FEDERATED STATES OF MICRONESIA

CAPITOL:	Kolonia, Pohnpei
LAND AREA:	280 square miles
SEA AREA:	1,300,000 square miles
POPULATION:	107,662
LANGUAGES:	Kosraean, Pohnpeian, Trukese, Yapese, English
MAIN ISLANDS:	Kosrae, Pohnpei, Chuuk, Yap

TOTAL 5-17 YEAR OLD ENROLLMENT:	27,759
STUDENTS WITH DISABILITIES SERVED, 6-21:	799

Assessment

HIGHLIGHTS, 1987 - 1991:

- Conducted Assessment Forum in Pohnpei introducing Curriculum Based Assessment (CBA) to teams from Chuuk, Pohnpei, and Kosrae.
- Provided follow-up to Forum by mailing Forum notes to participants and responding to requests for more information.
- Worked with LEA participants on-island to develop curriculum framework to assist with construction of CBA tools.

HIGHLIGHTS, 1991 - 1993:

- Provided FSM LEAs with copies of American Samoa's 1980 assessment documents to assist them in initially identifying students to be served under their newly submitted State Plan.
- Provided the Poway video on system wide assessment to the Pohnpei LEA staff.

LRE

HIGHLIGHTS, 1987 - 1991:

- Worked with Community College of Micronesia (CCM) staff to provide summer training to regular and special education staff designed to develop skills to work with students with disabilities in regular classrooms.
- Sponsored with FSM SEA and CCM a summer Reading Clinic to develop capacity of participant to train island staff in teaching corrective reading to low-achieving middle school students and to adapt curriculum to meet the different needs of all students.

HIGHLIGHTS, 1991 - 1993:

- Provided Kosrae information and catalogs about assistive technology.

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Conducted series of parent training activities focusing on raising parent awareness, skill development and parent support group organization.
- Teams from all FSM states attended and participated in Parent Conference in Guam (see Regional Efforts, Section B).
- Assisted parents in planning and conducting fund raising activities.
- With Pohnpei Special Education PTA, conducted business training workshops to increase visibility of special education and raise awareness of transition needs.
- Assisted Chuuk LEA and parents in sponsoring FSM Parent Conference.
- Supported parent leaders through on-site, mail and phone contacts.
- Participated in multistate and regionwide activities on parent involvement (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Facilitated Pohnpei Special Education Parents' Meeting where groups of parents enumerated their concerns about special education.
- Consulted with Pohnpei parent leaders about ways to organize a group independent of the special education department.
- As part of the Pacific Basin Leadership Conference, conducted a Parent Meeting with Pohnpei parents and Pacific Region parent leaders.
- Provided regular mailings of information to parent leaders in all four FSM LEAs.
- Supported one parent leader from each FSM LEA to attend the TAPP Western Parent Conference in Billings, Montana in May.
- Linked Kosrae staff with COPE Director during practicum at Oregon School for Deaf.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Chuuk included parents' group president in its team of delegates to Center for the Advancement of Pacific Education (CAPE) conference in Palau.	• Parents' concerns were incorporatd in Pohnpei's LEA plan, and the Director has begun addressing them as IDEA money becomes available.
• Chuuk parent participated in parent panel at CAPE Conference.	• FSM Parent leaders participated in the Third Annual Pacific Leadership Conference in Saipan in March, 1992.
• Chuuk parents assisted in making arrangements for FSM Parent Conference.	• Using the group discussion format modeled by WRRC staff at parent information gathering meeting, a joint parent meeting of MCH, Head Start, and Special Education was held. This resulted in nine new referrals for special education.
• Parents from Kosrae and Pohnpei provided leadership and presentations at FSM Parent Conference.	• Pohnpei LEA sponsored three additional parents to attend the TAPP Conference.
• Regular education parents in Kosrae are asking for similar support for themselves.	• Kosrae staff shared parent information collected from COPE office with Kosrae Special Parents' Network.
• FSM Maternal and Child Health coordinator has included training for special education parents in yearly program of services.	• Pohnpei Special Parents Steering committee meets regularly and includes principals and special education staff as well as parent leaders.
	• Kosrae parent leader participated in Pacific Management Workshop at own expense.

Restructuring

HIGHLIGHTS, 1991 - 1993:

- Provided training to LEA special education and regular education staff in Kosrae and Pohnpei states on "Working with Low-Performing Students in Regular Classrooms," and "Using Cooperative Learning Strategies to Teach ALL Kids."

- Provided the keynote address at Pohnpei State's annual Handicapped Day during Education Week, 1992.

- Conducted follow-up site visits to classrooms of Pohnpei teachers who participated in WRRC-sponsored workshops.

- Pohnpei and Kosrae staff participated in Pacific Rim Conference in HI and made additional visits to secondary/transition sites.

- Conducted workshop on "Making materials to teach specific skills to low-performing students" in Kolonia, Pohnpei.

- Conducted follow-up visits to all schools and classrooms of workshop participants.

- Visited the islands of Pingalap and Mokeil to visit school and Head Start Programs. Conducted impromptu workshop on Mokeil.

- Taught class of resource teachers at College of Micronesia: FSM on "Pre-Referral Strategies."

- Worked with special education staff to identify and order materials for resource and village center programs.

- Worked with Chuuk special education staff to identify and order materials and to identify areas of needed training.

IMPACT, 1991 - 1993

- Teachers in Pohnpei requested more materials following the workshop on classroom strategies for all students. Their principals contacted the LEA director who worked with the regular education staff to provide materials as far as possible. This has led to increased cooperation between regular and special education.
- Teachers from Pohnpei shared extra training material from the workshops with other teachers with resulting heightened interest in future workshop participation.
- Pohnpei ordered and received materials and assisted help in training resource teacher at each school to use materials effectively.
- Chuuk State Federal Programs officer called to request assistance in locating training sites for staff to learn identified skills.

SEA Management

HIGHLIGHTS, 1987 - 1991:

- Assisted Pohnpei LEA staff develop curriculum to be included in state-wide curriculum.
- Assisted Chuuk LEA develop special education curriculum framework.
- Assisted Yap LEA draft policy paper on special education.
- Assisted Kosrae LEA and DOE administrators in drafting administrative policies and procedures to implement the state's education law.

- Assisted Kosrae LEA and DOE administrators in drafting a Special Education Improvement plan.

- Teams from Kosrae, Pohnpei, Chuuk, and FSM participated in the Management/Supervision Workshop in Palau.

HIGHLIGHTS, 1991 - 1993:

- The LEA directors and regular education administrators from Kosrae, Pohnpei, and Chuuk participated in the Micronesia Leadership Workshop in Palau.

- The LEA directors and regular education administrators from Kosrae, Pohnpei, and Chuuk participated in the Micronesia Leadership Workshop in Pohnpei.

- Assisted Pohnpei LEA to identify appropriate training and conference sites for regular and special education administrators.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Pohnpei's curriculum framework is in final stages of formal adoption.	• Kosrae and Pohnpei LEA Directors reported specific examples of using skills learned at Leadership Workshop.
• Yap's program and procedures provided the incentive and rationale to reinstate special education program and staff for 1990-91 school year.	• Pohnpei LEA sponsored their CSSO to attend the Spring OSEP Meeting.
• Increased awareness and acceptance of special education and its staff has resulted from contact and working with regular education administrators in the development of policies and procedures and curriculum projects.	• Kosrae, Pohnpei, and Chuuk sponsored additional participants at Pacific Management Workshop in Pohnpei.

• Kosrae's draft plan and policies and procedures have been reviewed at several levels and are awaiting the approval of the new DOE before implementation.	• Pohnpei LEA sponsored Eugene based training in administrative skills for regular and special administrators. This is the first of a three phase program designed to train 10 principals and other administrators in leadership skills as a base for restructuring.
	• Pohnpei LEA sponsored variety of administrators to attend conferences on mainland related to LRE, secondary/transition services and restructuring.

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Completed Current Status Reports of special education for the Federated States of Micronesia and all four states.

HIGHLIGHTS, 1991 - 1993:

- Linked Guam and FSM SEA to assist FSM in developing a State Plan to apply for IDEA funding.
- Developed LEA plans in Kosrae, Pohnpei, and Yap to support the FSM State Plan.
- Supported LEA staff from Kosrae and Pohnpei to assist Yap and Chuuk LEA staffs develop their LEA plans.
- Assisted FSM SEA staff as they responded to OSEP requests to fine-tune their state plan.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Increased community awareness of and attention to special education has occurred as a result of data collection.	• FSM's State Plan has been given conditional approval by OSEP for funding in the 1992-93 year.

• Chuuk State LEA distributed its CSR to all participants of the FSM Parent Conference.	• Kosrae and Pohnpei have submitted LEA plans to FSM.
	• SEA continues to work with Guam SEA to revise state plan.

Special Populations

HIGHLIGHTS, 1991 - 1993:

- Staff from Kosrae, Pohnpei, and Chuuk participated in the Pacific Deaf/Blind Workshop in Guam in June learning sign language, communication skills, assessment and programming for students with severe or special needs. The WRRC co-sponsored this activity with the Pacific Deaf/Blind Center and the University of Guam.

- Pohnpei staff participated in a Communications Disorders workshop in Palau as an active observer.

- Materials related to sign language and working with the deaf were shared with LEA staff from Kosrae, Pohnpei and Chuuk.

- Kosrae staff will spend fall in internship at Oregon School for the Deaf under joint WRRC/Kosrae/TRACES sponsorship.

- Materials and resources for working with special populations of students who are deaf, blind, or physically disabled were shared with LEAs.

- WRRC staff facilitated meetings between Medical Officers Program, Hawaii-based RRTC program, FSM and the home LEAs to outline plan to meet the related services needs of students.

IMPACT, 1991 - 1993

- Kosrae staff returned from school for deaf and reported training students, parents and other staff in sign language and other skills.

- LEAs are choosing to send additional staff at LEA expense to Deaf/Blind Institute building on last year's training.
- A curriculum committee has been established to plan for the Fall, 1994 Related Services Training Program to be held at College of Micronesia - FSM in Pohnpei.
- FSM LRS is supporting a team of staff from WRRC, Pohnpei State and FSM to visit Fiji Medical and P/T programs to check out additional training and support sites.

GUAM

CAPITOL: Agana

LAND AREA: 212 square miles

SEA AREA: 84,000 square miles

POPULATION: 144,928

LANGUAGES: English, Chamorro

TOTAL 5-17 YEAR OLD ENROLLMENT: 26,011

STUDENTS WITH DISABILITIES SERVED, 6-21: 1,873

LRE

HIGHLIGHTS, 1987 - 1991:

- Provided training in non-categorical placement, evaluation, and integration of students with severe disabilities.
- Presented workshops to local staff on "how to teach the hard-to-teach," "teaching spelling to disabled learners," and "dealing with handwriting and reversals."
- Presented workshop to middle school staff on working with students with handicaps in integrated settings.
- Co-sponsored activities for team of SEA/LEA staff in San Francisco: LRE Conference, site visits, administrators' training for the Pacific.
- Expanded team from LEA attended follow-up training in San Francisco.
- Participated in multistate and regionwide activities on LRE (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Teaching staff have requested additional workshops.	• The GU team has been used on a consultative basis in CNMI showing capacity-building and linking SEAs.
• Team returning from San Francisco conducted training for principals in integration model. Principals have more ownership of Special Education programs and inclusion of students with disabilities.	
• Team made presentation at the WRRC's Pacific Integration Conference.	

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Consulted with SEA staff and parent coordinator to plan parent training.
- Conducted parent training sessions in several sites around the island.
- Assisted parents and staff in designing parent organization, Parents and Agencies Networking (PAN).
- Worked with PAN and SEA staff to coordinate and conduct sub-regional parent conference.
- Provided training for parents on "working with your child at home."
- Secondary/Transition consultant worked with parents of secondary students and presented workshop and key-note address at Annual Guam Parents' Conference.
- Participated in multistate and regionwide activities on parent involvement (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Parent leader from Guam participated in the TAPP Western Regional Conference in Billings, Montana.
- Regular mailings of informational materials related to parents were sent to PAN President and Guam Parent Resource Staff Person.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Parent participation has shown impressive increase.	• PAN has created a sub-committee to plan for visiting and evaluating each school. They will give a report card to the school on how they are doing serving kids with disabilities.
• The parent group has successfully requested that any consultant providing training to staff in Guam also provide parent training in a similar area or to involve parents in original training.	• PAN President's knowledge and leadership was invaluable for engaging other, newer Pacific parents at the TAPP conference.

• Parents ask and are invited to participate in other trainings offered to LEA staff.
• PAN paid for parent to attend Center for the Advancement of Pacific Education (CAPE) conference in Palau and participate in parent panel.
• Parents have submitted articles to *WestLinker,* which would not have happened without support.
• Participation in the Pacific Parent Conference served to coalesce parents from all over the island and to maintain group momentum.

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Worked with SEA and stakeholders to develop policies and procedures for special education.
- Completed Current Status Report of special education for Guam.
- Provided assistance with revision of mediation manual and provided training for the revised process.
- Participated in multistate and regionwide activities on SEA monitoring (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Linked Guam SEA with FSM SEA for assistance drafting the FSM IDEA State Plan.
- Provided information to SEA on latest regulation and interpretations.

IMPACT, 1987 - 1991

• Policy and procedures monitoring system has been revised and adopted.
• The policies and procedures handbook, including early childhood components, has been adopted.
• Mental Health, and Department of Public Health and Social Services, became clearer about roles required in P.L. 94-142.

Special Populations

HIGHLIGHTS, 1991 - 1993:

- Guam staff made a site visit to Oregon and worked with WRRC staff and consultants to plan activities to address SED/BD needs of students.
- A team of Guam direct service providers attended Direct Instruction Conference in Eugene in July, 1992 to learn specific skills for working with SED/BD students.
- Conducted workshop for regular, special, and Head Start teachers and parents on communication disorders (specifically, facilitated communication for students with autism and cerebral palsy).
- Conducted workshop for consulting resource teachers and other staff on strategies for working with SED/BD students.
- Consulted with SEA/LEA staff on planning services for SED/BD students with total school involvement.

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IMPACT, 1991 - 1993

- Communication disorders workshop received publicity in local paper.
- SEA director is negotiating with a middle school principal for an expansion site for SED/BD program, using whole school involvement.
- Consulting resource teachers are using skills from SED/BD training as new IEPs are developed for the next year.

Transition

HIGHLIGHTS, 1987 - 1991:

- Provided consultation and training to SEA/LEA staff, other agency personnel and parents in area of secondary/transition.
- Assisted in the development of SEA secondary/transition plan and in evaluating its implementation.
- With other agencies, provided training for special education and vocational rehabilitation personnel to learn strategies for improving the local transition process.
- Provided training and consultation on community-curriculum based assessment (CBA) and integrating students in regular classroom.
- Compiled draft of a functional curriculum guide.

HIGHLIGHTS, 1991 - 1993:

- Participated in regional teleconferences on transition (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• SEA director commented that the evaluation activity has been helpful in building SEA's capacity to design and conduct comprehensive evaluation plans.	• Regular education is using Community Based Education as a model for expanding curricular options for regular education students.
• Board action has incorporated a policy to expand Department of Education (DOE) responsibility for post school activity.	
• The island's Transition Center opened with interagency support (August 1990).	
• One high school now has fully integrated practical arts curriculum.	
• Increased numbers of students find summer employment of students in community.	
• Empowerment of DOE staff, which now functions as a resource to other agencies, in particular as a prime consultant to the Republic of Palau in its efforts to improve secondary transition services.	
• Formal plan and schedule completed for moving students from segregated school onto regular school campuses.	

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HAWAII

CAPITOL:	Honolulu
LAND AREA:	6,427 square miles
POPULATION:	1,108,229
LANGUAGES:	English, Hawaiian, Japanese, Chinese, Samoan, various other Pacific languages
MAIN ISLANDS:	Hawaii, Kauai, Maui, Molokai, Oahu

TOTAL 5-17 YEAR OLD ENROLLMENT:	171,056
STUDENTS WITH DISABILITIES SERVED, 6-21:	12,229

Early Childhood

HIGHLIGHTS, 1987 - 1991:

- Assisted with development of comprehensive state plan for 3-5 year olds.
- Participated in multistate and regionwide activities on early childhood (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Participated in the WRRC-sponsored regional meeting of early childhood specialists at the OSEP/NEC*TAS meeting in 1/93.
- Received information packets on developmentally appropriate practices, eligibility, and the transition process.
- Provided information on Hawaii's eligibility requirements to the University of Oregon Infant Monitoring Project

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Department of Education (DOE) and Department of Health (DOH) are collaborating to ensure a smooth transition of services from birth through pre-school.	• Hawaii is well known regionally and nationally for its exemplary infant and toddler programs.
• Two newsletters were initiated: one to parents, "Teddy Bear Times," and one to preschool teachers, "Preschool Connection."	• Communication has improved among preschool educators and with families.
• Collaborative training has occurred in every district.	• Collaborative educational practices between regular and special education preschool teachers have increased.
• Implementation plan agreements have been signed in five of the seven districts.	• Improved communication with Head Start educators has resulted in more collaborative placements.
• There has been a preschool strand in the State Conference for two years.	• There is an annual preschool conference each spring.

LRE

HIGHLIGHTS, 1987 - 1991:

- Reviewed and commented on Learning Disabilities Standards and Guidelines.
- Participated in multistate and regionwide activities on LRE (see Regional Efforts, Section B)

HIGHLIGHTS, 1991 - 1993:

- Participated in multistate and regionwide activities on LRE (see Regional Efforts, Section B).
- Initiated an integration project involving teaming special and regular education teachers in one classroom with an integrated group of students.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• District personnel have been trained on the Guidelines, which went into statewide implementation on January 1, 1990.	• DOE has developed a video and training sequence on effective integration of students with disabilities.
• One training module now targets LRE in Individualized Education Program (IEP) development.	• Integration project is operative in 16 schools and will increase to 40 schools in 1993-94.
• DOE is now revising the IEP guidelines.	• Integration project demonstrates collaborative delivery of related services in the regular classroom setting.

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Participated in multistate and regionwide activities on parent involvement (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	**IMPACT, 1991 - 1993**
• Parents present at the Administrator's Institute.	• There is better communication between administrators and parents about the needs of children with disabilities.
• Printed and disseminated 30,000 copies of "Parent's Guide to Special Education."	• Revised Parents' Guide to Education to comply with IDEA and be more sensitive to parents' needs.
• SPIN activities are ongoing, including an annual conference.	• Joint workshops are sponsored on topics like ADD/ADHD and Behavior Management Strategies.
• Project AWARE, a training grant, has been funded to train parents on their rights and responsibilities.	

Restructuring

HIGHLIGHTS, 1991 - 1993:

- Discussed strategies for helping determine the effectiveness of special education instruction and programs by looking at both post-school outcomes and at benchmarks along the educational process.
- Provided information from other states to support continuing DOE restructuring efforts and the place of special education in the process.
- Supported presentation of national follow-along studies data to all district specialists.

IMPACT, 1991 - 1993
• Hawaii DOE continues to locate more resources at the school and district level to support restructuring efforts.

- Formed study group to identify appropriate outcomes for students with disabilities in Hawaii.
- Keaho is an ongoing statewide restructuring effort under development.

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Provided consultation on options for corrective action plans in response to OSEP monitoring findings.
- Consulted with HI Data Management Specialist regarding revision of Special Education Management and Reporting System and initiated development of specifications for district and state level components.
- Assisted in development of software for computerized IEP development and management.
- Participated in multistate and regionwide activities on SEA monitoring (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Provided the following information which was used in the development of Hawaii's response to the OSEP monitoring findings:
  - the design of a system that ensures the appropriate provision of related services to all eligible special education students.
  - the design of a system that provides appropriate services to all eligible youth in adult correctional facilities.
- Provided information in areas of immediate need (e.g., extent of requests for services under the new technology components of IDEA, whether states allocate special education teachers to teach in adult correctional facilities, brochures/information that states have developed to share with the public regarding Section 504 regulations, and drug exposed infants).
- Provided extensive information including a topical update on the provision of special education to eligible students in adult correctional facilities.
- Provided information on inclusion for a report to DOE recommending an ongoing task force to study the topic.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• DOE purchased hardware (portable MS.DOS laptop computers) for every special education classroom statewide.	• The SEA successfully negotiated with OSEP their response to the monitoring report and received close-out of the Corrective Action Plan from OSEP on 6/29/93.
• DOE is training and providing ongoing support to classroom teachers in using the IEP software.	• HI has designed a system for collaborating with the juvenile correctional facilities to provide special education services to eligible youth.
• Revised state monitoring form.	• Developed new brochure on Parent and Child Rights in Special Education.
• Trained 1,000 (of 1,234) special education teachers in use of laptop computers for IEP and word processing.	• In 1992-93, 3,989 teachers, administrators and parents participated in staff development activities planned and supported by the SEA.
• Improved teacher attitude and reduced burn-out.	• The integration project has been an effective way to change teacher attitude.
• In process of developing monitoring data management system.	• Currently HI can collect related service and ESY data in the state computer in addition to other variables like disability category, age, ethnicity, grade, etc.

Transition

HIGHLIGHTS, 1987 - 1991:

- Assisted with State Guidelines for Transition Implementation.
- Assisted with statewide conference to introduce local special educators, agency staff and parents to transition strategies.

- Trained and provided ongoing consultation to local teams to develop transition implementation strategies and initiate individualized transition planning for students.
- Contracted with three consultants to provide extensive district-level training in areas such as working more effectively as transition teams, increasing parent involvement in the transition process, SSI and work incentives.
- Conducted impact evaluation interviews with some 25 people throughout the state for the state to use for decision making purposes.
- Participated in multistate and regionwide activities on transition (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Assisted in developing sequence of training activities to ensure that all special education students 15 and older have transition plans as a part of their IEPs.
- Provided design assistance and keynote presentation for the Fall 1992 Statewide Transition Conference.
- Provided consultation on how to include transition in IEPs.
- Provided information on strategies for combining SEA transition efforts with the newly awarded state systems change grant for transition.
- WRRC worked with Hawaii DOE transition specialist, a local special education teacher and two VR staff to provide consultation in American Samoa.
- Participated in multistate and regionwide activities on transition (see Regional Efforts, Section B). Received monthly information packets on transition issues of regional concern.

IMPACT, 1987 - 1991	**IMPACT, 1991 - 1993**
• The state specialist position and 30 school positions were funded.	• The DOE, in conjunction with DVR, received a 5 year transition state systems change grant OSEP.

• The DOE, Department of Vocational Rehabilitation (DVR) and DOH have co-sponsored several interagency training session.	• HI SEA staff work in American Samoa was a significant factor in the AS adaptation of Hawaii's SE/VR collaborative model.
• Revised the joint Special Education/Vocational Rehabilitation work training programs.	• Revised Chapter 36 and revised IEP Form will include section on transition services.
• Four modules have been written in transition and community based instruction.	• Established Interagency Transition Planning Committees in all districts.
• ITP and IEP on development computer software have been interfaced.	
• The SEA transition specialist credits WRRC for his increased capacity in leading the state transition efforts.	

IDAHO

CAPITOL:	Boise
LAND AREA:	82,413 square miles
POPULATION:	1,036,500
LANGUAGES:	English

TOTAL 5-17 YEAR OLD ENROLLMENT:	225,680
STUDENTS WITH DISABILITIES SERVED, 6-21:	19,280

Early Childhood

HIGHLIGHTS, 1987 - 1991:

- Hosted new SEA staff in Eugene, providing access to UO faculty, overview of information services, and planning assistance for task forces and issue areas.
- Participated in planning sessions with the Idaho team and NEC*TAS facilitator at the first NEC*TAS needs assessment and planning meeting.
- Facilitated two teleconferences with WRRC, NEC*TAS, and Idaho's Section 619 and Part H representatives to coordinate technical assistance from each agency to Idaho.
- Provided ongoing consultation and information support to the Section 619 coordinator on issues of concern to the statewide planning task forces and the interim legislative committee, as well as on general programmatic issues.
- Facilitated interagency working group meeting of local school/agency administrators.
- Assisted with agenda planning and facilitation of a statewide meeting (May, 1990) for selected administrators, related service providers, parents and preschool staff. Plans were initiated for state task groups on early childhood.
- Participated in multistate and regionwide activities on early childhood (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- SEA staff participated in two teleconferences to address issues of transition from preschool to school age.
- Participated in a meeting of WRRC states in conjunction with the NEC*TAS meeting in January 1993.
- SEA staff received phone consultation and process suggestions for strategic planning with Idaho's Interagency Coordinating Council.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Mandatory legislation was passed requiring early childhood services for children ages 3-5.	
• As a direct result of WRRC assistance, a state interagency agreement was executed with the Department of Health and Welfare regarding cooperative services to 3-5 year olds served in child development centers.	• The new IAA framework for this year includes Head Start.

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Organized and conducted a grant-writing seminar for interested parent leaders in Idaho in fall, 1987.
- Participated in multistate and regionwide activities in parent involvement (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Supported one parent to attend the TAPP conference.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• The state's Parent Training and Information Center was funded by federal government in 1989.	• Collaborative efforts between SEA and PTI result in PTI members joining monitoring teams as full partners.
• The Department of Education has sponsored statewide and regional meetings on issues of and training for parents.	

Procedural Safeguards

HIGHLIGHTS, 1987 - 1991:

- Assisted the SEAs train 24 state mediators, one component in their newly-developed mediation system.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• The state's mediation manual is published.	
• Mediation is increasingly regarded as a viable option in dispute resolution.	
• SEA Director estimates a total of eight hearings have been averted.	
• SEA staff, trained in conflict resolution simultaneously with mediators, have been able to defuse numerous situations via telephone consultation.	• One mediation, no due process hearing (no state-level review).

SEA Management (CSPD)

HIGHLIGHTS, 1987 - 1991:

- Summarized information on state CSPD committees.
- Facilitated development of a mission statement for Idaho's CSPD committee.
- Summarized information on state special education advisory committees.
- A five-member team from Idaho, including the new SEA staff person assigned to CSPD, was sponsored by the WRRC to attend the National CSPD Institute. The team used strategic planning to develop a vision and objectives and strategies for the CSPD.

HIGHLIGHTS, 1991 - 1993:

- Participated in regional data management forums (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• According to the former state director, the CSPD committee went on to develop goals and objectives after refining the mission statement.	• New state team has been through strategic planning process and implemented strategic plan.
• Formal mission statement developed by the CSPD committee has become more cohesive and product oriented.	• Published three resource guides for districts to use.
• As a result of the WRRC's CSPD Institute, Idaho became acquainted with and subsequently used Paul Lauritzen to assist with their manpower supply studies.	

SEA Management

HIGHLIGHTS, 1987 - 1991:

- Provided assistance to the SEA staff in the development of policies and procedures for districts to use in implementing special education requirements.
- Provided SEA staff training to a joint group of Idaho and Nevada SEA staff on communication skills, team building, networking and meetings management.
- Participated in multistate and regionwide activities in SEA management (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Facilitated staff planning session for school year 1992-93.

- Planned and facilitated grant-writing seminar for SEA staff and invited guests.
- Assisted Director in strategic planning process.
- Participated in multistate and regionwide activities in SEA management (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• The SEA used the Alaska manual, developed by the WRRC, to develop procedures for Idaho's implementation of state/federal regulations.	• New edition coming out this year, based on ongoing revisions.
	• Received full approval of state plan (one of only three states to do so).

Transition

HIGHLIGHTS, 1987 - 1991:

- Hosted new SEA consultant in Eugene, providing information about the region's transition activities and access to three local consultants with experience in various transition activities in Idaho.
- Assisted with Idaho's third Transition Summer Institute and its first Advanced Transition Summer Institute (June, 1988) by supporting the main trainer for each.
- Supported job-coaching workshop in January, 1989.
- WRRC staffer and her brother provided the keynote address on siblings with disabilities issues at the three regional transition conferences in 1989.
- Participated in multistate and regionwide activities on transition (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Developed a plan to establish Idaho Community Transition Teams (ICTTs).

- Consulted with SEA and regional transition consultants on a statewide technical assistance plan.

- Contracted with consultants from Oregon to assist with implementation of the Idaho Community Transition Team model.

- Consulted with SEA on orientation, assessment, and team leaders in meetings for the four teams established.

- Provided extensive assistance in the research, writing, editing, and word processing of a new state transition manual.

- Participated in regional teleconferences on transition (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Transition grant is gone, so SEA consultant working with school districts to solidify efforts of last five years: ongoing job coaching and community work coordination services; interagency cooperation efforts.	• The ICTTs are based on the Oregon model, presented by OR SEA Transition specialist during WRRC teleconferences.
• Transition activities moved "down" into middle school grades.	• Transition plans are starting to go into effect for students of transition age.
• Interagency agreement with Mental Health will bring transition efforts into day treatment and other programs for Severely Emotionally Disturbed (SED) and behavior involved students.	
• Idaho SEA transition consultant became a major resource for Arizona's work on improving secondary and transition programs in that state.	

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Other

HIGHLIGHTS, 1991 - 1993:

- Facilitated a regional meeting of special education and mental health personnel designed to nurture collaboration for students with emotional disabilities.

NEVADA

CAPITOL: Carson City

LAND AREA: 109,895 square miles

POPULATION: 1,201,833

LANGUAGES: English

TOTAL 5-17 YEAR OLD ENROLLMENT: 222,846

STUDENTS WITH DISABILITIES SERVED, 6-21: 20,092

STUDENTS WITH DISABILITIES SERVED, 3-5: 2,310

Data Management (CSPD)

HIGHLIGHTS, 1991 - 1993:

- Participated in multi-state and regionwide activities on Data Management.

Early Childhood

HIGHLIGHTS, 1987 - 1991:

- Initiated state-wide personnel training for newly mandated preschool program staff. Designed and conducted different training sessions for urban and rural area ECH staff.

- Participated in multistate and regionwide activities on early childhood (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Developed a comprehensive report on the implementation of NRS 388.490, Early Childhood Special Education, based on site visits to 5 districts and survey responses from all 17 districts. The site visits included classroom observations, home visits and interviews with students, parents, teachers, related service personal and administrators.

- Participated in multi-regional and region-wide activities on early childhood (see Regional Efforts, Section B).

IMPACT, 1991 - 1993

- Data analysis and report will be used for legislative planning activity as well as with LEA directors.
- Disseminated report to legislature and throughout state of Nevada.
- Conducted follow-up training conference based on rural educators' needs identified in report.

LRE

HIGHLIGHTS, 1987 - 1991:

- Participated in multistate and regionwide activities on LRE (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Supported Section 504 training for rural regular education administrators.
- Distributed Section 504 Technical Assistance Manual.

IMPACT, 1991 - 1993

• District teams have formed to examine and update as necessary individual LEA policies for complying with Section 504.
• The SEA is conducting a follow-up training on Section 504 for the entire state.

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Participated in multistate and regionwide activities on parent involvement (see Regional Efforts, Section B).

SEA Management

HIGHLIGHTS, 1991 - 1993:

- Documented the implementation of NRS 395, including the collaborative efforts of SEA and DHR in the placement of students with TBI, emotional disturbance or autism.
- Participated in multistate and regionwide activities on SEA management (see Regional Efforts, Section B).

IMPACT, 1991 - 1993

- The Special Education Branch remains a stand-alone unit in the SEA continuing its collaboration with DHR.

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Assisted in the redesign of LEA monitoring system, which now includes self-monitoring, comprehensive compliance monitoring, and program effectiveness.
- Assisted the SEA in designing the manual, *Comprehensive Performance Review System*, which describes all aspects of the SEA's monitoring.
- Supported the SEA to plan, facilitate and evaluate a statewide training to instruct 40 local special education personnel and parents in the implementation of the revised monitoring procedures. Individualized local on-site training was conducted for two requesting districts.
- *Data Management and Reporting System*, a data analysis guide, was developed.
- A software application for the data analysis and reporting system was completed and field tested in two districts, accompanied by a state-wide implementation plan.
- Final draft of *System Review Phase Overview* document was completed.
- Contracted with consultant to analyze the evaluation survey data gathered during the System Review Phase.
- Participated in multistate and regionwide activities on SEA monitoring (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Participated in multistate and regionwide activities on SEA monitoring (see Regional Efforts, Section B).

IMPACT, 1987 - 1991

- Districts really use the system, which allows easy retrieval of information for complaint investigations.
- Another SEA has requested training in the design and application of the Comprehensive Program Review System.

Technology

HIGHLIGHTS, 1987 - 1991:

- Co-sponsored conference on Augmentative and Alternative Communication (AAC), and provided follow-up training.

HIGHLIGHTS, 1991 - 1993:

- Participated in multi-state activity on assistive technology and implementation of IDEA (see Regional Efforts, Section B).

IMPACT, 1987 - 1991

- Statewide network consists of trained interdisciplinary AAC assessment team members.

Transition

HIGHLIGHTS, 1987 - 1991:

- Provided ongoing consultation and facilitation to the Interagency Transition Council.
- Collected and synthesized information on a variety of transition-related topics to direct Council activities and determine state transition activities.

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- Assisted Department of Education (DOE) in designing strategies and providing technical assistance and training to local transition teams.
- Participated in the development of the final draft of State Plan for Transition.
- Supported the Local Team Leaders meeting in '89 and '91.
- Participated in multistate and regionwide activities on transition (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Provided ongoing consultation to newly hired DOE Transition Specialist.
- Participated in LEA Administrators' Task Group on Interagency Collaboration.
- Assisted the DOE in designing and conducting the first in a series of inservice trainings for district secondary personnel.
- Participated in regional teleconferences on transition (see Regional Efforts, Section B).

IMPACT, 1987 - 1991

- Nevada adopted the Oregon Transition Team model as a result of involvement in the multi-state forum.
- Nevada has linked with the Oregon DOE and University of Oregon in OSERS' follow-along project.
- Counties have high priority in transition as well as support from the SEA.

OREGON

CAPITOL:	Salem
LAND AREA:	96,187 square miles
POPULATION:	2,842,321
LANGUAGES:	English

TOTAL 5-17 YEAR OLD ENROLLMENT:	484,950
STUDENTS WITH DISABILITIES SERVED, 6-21:	51,568

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Early Childhood

HIGHLIGHTS, 1987 - 1991:

- Participated in multistate and region-wide activities in early childhood (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Facilitated joint meeting among early childhood SEA staff, ICC members and regional providers to identify roles, responsibilities and set future directions.
- Conducted meeting and training on mission development and goals-setting for the ICC to generate long-term plan.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Having used the WRRC as a clearinghouse, the SEA now has access to other TA.	• ICC mission and goals coalesced the group to support and advocate for SB898, the catalyst for ODE to fully comply with the terms of Part H.
• Despite political and budgetary issues, the SEA continues to move to comply with P.L. 99-457.	• State has passed a bill to come into compliance with Section 619 of P.L. 99-457.
• Networking with other states, sharing information and getting good ideas have contributed ideas for Oregon's own early intervention personnel development plan.	• Work with state and local providers has increased the numbers of children identified and served in programs B-5, exceeding by 19 percent original ODE projections.

Data Management (CSPD)

HIGHLIGHTS, 1991 - 1993:

- Participated in multistate CSPD forum (see Regional Efforts, Section B).
- Participated in the multistate data management forum (see Regional Efforts, Section B).

IMPACT, 1991 - 1993
• CSPD information and directions are being incorporated now in designing the next State Plan.
• Participation in the regional data managers' activities enabled OR to pilot a state-specific instrument and process for tracking personnel preparation.

LRE and Restructuring

HIGHLIGHTS, 1987 - 1991:

- Participated in multistate and region-wide activities in LRE (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• An LRE/Supported Education working group has been established within the Oregon Department of Education (ODE).	• OR's CSPD grant is focused on supported education principles and practices.
• The SEA has disseminated information and skills through its technical assistance to individual schools and districts.	• SEA has established training systems and networks for LEAs wanting to move to alternative delivery models.
• Statewide workshops on LRE and school restructuring have been delivered by the SEA.	• The SEA sponsors an annual fall conference and summer institute to showcase district practices to provide leadership and direction.

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Supported the SEA and COPE (the Coalition in Oregon for Parent Education) to plan, facilitate and deliver WagonWheel, an annual statewide parent-educator-medical personnel conference, now in its third year.
- Participated in multistate and region-wide activities in parent involvement (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Analysis of results from the first WagonWheel conference have guided subsequent planning and delivery, with marked improvement in participant feedback and satisfaction. The SEA began contributing direct dollars and staff time and WagonWheel now operates without assistance from WRRC.	• WagonWheel continues to operate primarily on its own, and now also offers scholarships to broaden family participation, and continuing education credits for the professionals who attend.
• Continuing education credits are now available for medical personnel who attend.	
• The SEA reports increased efforts by parents, school districts and the Department to work together to solve problems and develop appropriate IEPs for eligible students.	• An SEA staff liaison serves on the COPE Board.

SEA Management

HIGHLIGHTS, 1987 - 1991:

- Assisted SEA collect field input for, conceptualize and complete drafts of the state's five year plan for special education.

- Conducted staff retreat on long-range planning and organizational development, including mission, goals, and operating procedures.

- Provided intensive training to staff on meetings management and organizational development, and to state advisory committee chairs on meetings management and mission development.

- Participated in multistate and region-wide activities in SEA management (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Supported SEA review of existing long-range plans, implications of recent reform legislation, and helped staff plan to address needs for new directions and increased staff skills in technical assistance.

- Participated in multistate and region-wide activities in SEA management (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• The long-range plan coalesced program directions and brought different constituencies together.	
• More awareness in field about focus areas. More district interest in parent involvement and integration.	
• The multistate forum on meetings management provided the impetus and framework for follow-up training to ODE staff and ODE advisory committee chairs.	• The information and skills from this meeting continue to guide internal development (assignment of management team, work teams, etc.).
• ODE now has a mission statement, with areas developed for long range plans with specific goals.	
• The long-range plan now guides CSPD activities for Oregon.	• Most of the elements of the long-range plan have been accomplished.

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Completed analysis of existing policies, regulations and procedures in special education.
- Completed sample policies and procedures for special education in 14 target areas.
- Completed revision of Individualized Education Program (IEP) and due process forms for use by local districts.
- Devised prototypes for special education component of state's consolidated monitoring system.
- Completed Comprehensive Application and Annual Application forms and procedures for local districts' applications for program funds.
- Participated in multistate and region-wide activities in SEA monitoring (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Information on other states' practices in serving adjudicated students provided resources for the development of an interagency agreement between the Department of Education, Special Education Division, and the Department of Corrections.
- Special Education Division, Department of Corrections and WRRC staff visited a nationally-recognized special education program in a Kansas youth facility. That visit informed the development of guidelines for programs to students with special needs in correctional facilities in the State of Oregon.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• ODE produced a sample procedures document for LEAs by July 1991.	• The number of local districts with approved policies has increased. LEAs have either adopted policies directly out of the document or adapted existing ones to more closely mirror the guidelines.

- ODE completed an operating manual for SEA use by July 1991.	- An internal operating procedures manual guides operations in the Division.
- Revised OARs and statutes to be consistent with federal regulations and the LEA procedures document.	- All statutory revisions are done that can be done.
- The completed policy review assisted the SEA to focus attention in developing new policies and procedures.	
- The development of specific documents helped the SEA in a final product to follow up on its Corrective Action Plan.	- CAP (1986) approved and completed.
- The completed documents gave the SEA a specific process to use for the development of policies and procedures.	- Agreements and practices for special education programs and monitoring them in correctional facilities are in place. - Complaint investigation process is in very good shape.
- Consultation allowed the SEA time to focus on developing a "pilot" for General Supervision and revising the General Supervision process.	- The General Supervision system is very thorough, comprehensive and systematic, and expectations are well understood in the field.
- The SEA revised its monitoring process to investigate LEA compliance.	- LEAs are requesting and receiving onsite followup TA through grants and ODE staff support.

Special Populations

HIGHLIGHTS, 1991 - 1993:

- Information on current multicultural practices and resources was provided to support joint planning between DOE's Special Education and Migrant/Bilingual Divisions. Activities are being designed to increase

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awareness and expertise in local districts serving children with disabilities from diverse linguistic and cultural backgrounds.

- Participated in the planning for an upcoming regional meeting at which emerging issues in servicing diverse populations will be presented, and needs will be elicited from the districts to help guide technical assistance and training for the coming year.
- Participated in the development of a plan for ongoing support at the local community level.

IMPACT, 1991 - 1993

- Cross-departmental activities occurred among ODE and outside agencies involved in planning and serving culturally and linguistically diverse populations.

Transition

HIGHLIGHTS, 1987 - 1991:

- Participated on Transition Coordinating Committee, contributing a chapter to the SEA's *Secondary Special Education and Transition Teams Procedures Manual*.
- Participated in multistate and region-wide activities in transition (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- OR transition specialist consulted in both Arizona and Idaho to support those SEAs' efforts building state-level and community structures which support transition planning and activities.
- Participated in regional teleconferences on transition (see Regional Efforts, Section B).

IMPACT, 1991 - 1993

- OR has a solid system of transition teams, which formed the foundation for its successful application for a Systems Change grant.

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REPUBLIC OF THE MARSHALL ISLANDS

CAPITOL:	Majuro
LAND AREA:	66 square miles
SEA AREA:	769,230 square miles
POPULATION:	48,091
LANGUAGES:	Marshallese, English
MAIN ISLANDS:	Bikini, Ebon, Eniwetak, Jaluit, Kwajelein, Majuro, Mili, Rongelap, Ujelang

TOTAL 5-17 YEAR OLD ENROLLMENT:	8,963
STUDENTS WITH DISABILITIES SERVED, 3-21:	186

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LRE

HIGHLIGHTS, 1987 - 1991:

- Provided, in collaboration with the Hawaiian Regional Resource TC, three week training at the Community College of Micronesia (CCM) for LEA staff member on rehabilitation strategies to use with students with physical disabilities.
- With TASH, training and follow-up was provided to program staff working with students with severe handicaps in regular campus and community-based programs.
- Provided trainings to regular education staff on "How to Teach the Hard to Teach; Using Cooperative Learning Strategies to Teach All Kids."
- Co-sponsored activities for team of SEA/LEA staff in San Francisco: LRE Conference, site visits, administrators' training for the Pacific.
- Supported SEA/LEA staff working with CCM faculty to draft special education curriculum.
- Supported team to attend CCM summer Reading Clinic on direct instruction techniques to teach low performing students in the regular classroom.
- Conducted site visit and worked intensely with a remote school to utilize limited resources to teach kids.
- Team of regular and special education staff and a parent leader participated in a HI site visit to view integrated programs.

IMPACT, 1987 - 1991

- Integration of students with severe handicaps into regular elementary schools has begun.
- Training was presented to local staff by team who had participated in San Francisco training.

• Staff who attended rehabilitation training returned and provided similar training to staff and families.
• Regular therapy is provided by rehabilitation trained staff.
• Parents attend therapy sessions with their children.
• Staff, having applied all the new skills, have requested further, specific training.
• A "sister school" program has been established between a local Eugene school and a remote RMI school.
• Principal who has participated in site visits and training is very supportive of inclusion and wants additional training for his staff.
• Mainland teachers are corresponding with RMI teachers who wrote letters during workshops.

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Conducted series of parent training sessions focusing on formation of a Parent Support Group.
- Met with parent leaders and special education administrators to plan further support and follow-up.
- Conducted follow-up training for parents focusing on supporting passage of legislation, developing parent skills, and meeting organization.

- Provided support for parent leaders through on-site visits, surface mail, and phone contact.

- Met with regular and special education staff to facilitate their understanding and support of parent group and families.

- Conducted parent training on "Setting Goals for Your Children" and "Reading With Your Kids."

- Participated in multistate and regionwide activities on parent involvement (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Parent training about IEPs was presented to parents in Majuro and Ebeye, RMI.

- Parent representative from Ebeye, RMI participated in TAPP Western Conference for Parents in Billings, Montana with WRRC support.

- Parent representative from Ebeye, RMI participated in Parent Workshop in Pohnpei in conjunction with the Pacific Basin Interagency Conference.

- Regular mailings of informational materials related to parents were sent to parent leaders in Majuro and Ebeye.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Parent group organized with elected officers and steering committee representing different school attendance areas.	• Parent group is active, with principal present; parents honored teachers during Education Week.
• Parent team provided leadership at FSM Parent Conference in areas of legislative support and group organization.	• President of Ebeye Parent Group reports translating information sent by WRRC into Marshallese with assistance of Ebeye special education coordinator and Principal.
• Parents have met with other consultants on island to provide feedback about needs and to participate in training.	• President of Ebeye Parent Group reports that parents knew more about the IEP process after the workshop and met again several times to plan projects.

- Parent leaders have attended regional and national meetings.
- Parents' group has conducted fund-raising and shown increasing support of Handicapped Week.
- School attendance has improved among children whose parents are active in parent group.
- Parents have submitted articles to *WestLinker*, which would not have happened without support.
- Parents are working on how to protect rights of exceptional children.
- Parents have initiated community interest in Special Olympics.
- Parent Steering Committee meets on a monthly basis and carries concerns of parents to education administration.
- Parents have demonstrated power in getting changes made in bus schedule and building maintenance.

Restructuring

HIGHLIGHTS, 1991 - 1993:

- Assisted the SEA and regular education administrators revise policies and procedures to be in compliance with RMI's new Education Law.
- Assisted staff draft their State Plan to apply for IDEA funding.
- Worked with local staff to develop capacity to provide training on the revised law, the State Plan, procedures and teaching skills.

- Worked with local staff to present IDEA plan to administrators, conduct public review, and begin developing implementation plans.
- Provided training to regular and special education staff and principals on IDEA and assessment and other issues related to state plan.
- Provided training to special education staff on IEPs and IEP process including parent involvement.
- Provided training for special education staff and demonstration lesson to transition classroom on "Using Big Books with the Lowest Performing Students."

IMPACT, 1991 - 1993

- IDEA plan was given conditional approval by OSEP for funding in the 1992-1993 year.
- Transition classroom teacher reported using Big Book and follow-up activities that were suggested.

SEA Management

HIGHLIGHTS, 1987 - 1991:

- Assisted SEA director with information package to share with other education administrators.
- Worked with Minister of Education, Director of Education and SEA staff to identify administrative needs.
- Developed draft of special education procedures to implement Chapter 22 of RMI education plan.
- Worked with administrators to develop a "short form" bill to be submitted to Ministry for consideration by the Legislature.
- Provided training to SEA administrators and principals on the application of meeting management technology.
- Provided workshop for SEA staff and school administrators in the use of microcomputers in management.

HIGHLIGHTS, 1991 - 1993:

- A team of SEA administrators participated in Micronesia Leadership Conferences in Palau and Pohnpei (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• SEA staff report increased contact with regular education administrators with greater understanding of special education.	• RMI's law on special educaton was passed by the legislature as Chapter 22 of the Republic's education statute, and was also submitted as part of RMI's Part B State Plan.
• Staff administration changes reflect support of special education by Department of Education (DOE).	• Support from Minister of Education maintained Special Education during loss of funding.
• Draft "short form" bill presented to Legislature with education and parent group support.	• RMI sent four additional administrators to the Pacific Management Workshop at its own expense.

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Completed Current Status Report of special education for the Republic of the Marshall Islands.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Increased community awareness of and attention to special education has occurred as a result of data collection.	• CSR info used in child/health report for Pacific Basin Interagency Conference.

Secondary/Transition

HIGHLIGHTS, 1987 - 1991:

- Team of SEA/LEA staff participated in WRRC's Transition conference in Saipan (see Regional Efforts, Section B).
- Planned work for fall will focus on integrating high school students with deafness and mild handicaps into regular high school programs.

HIGHLIGHTS, 1991 - 1993:

- SEA Director participated in WRRC arranged site visits to several districts in Oregon viewing a range of programs where inclusion and secondary/transition services were highlighted.

Special Populations

HIGHLIGHTS, 1991 - 1993:

- Staff from RMI participated in Pacific Deaf/Blind Workshop in Guam.
- Materials to work with deaf students related to sign language were provided to SEA staff.

REPUBLIC OF PALAU

CAPITOL:	Koror
LAND AREA:	196 square miles
SEA AREA:	241,923 square miles
POPULATION:	15,122
LANGUAGES:	Palauan, English, Japanese
MAIN ISLANDS:	Angaur, Babeldaob, Koror, Peleliu

TOTAL 5-17 YEAR OLD ENROLLMENT:	3,321
STUDENTS WITH DISABILITIES SERVED, 6-21:	131

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Early Childhood

HIGHLIGHTS, 1987 - 1991:

- Assisted SEA, in collaboration with NEC*TAS, in drafting legislation for special education which included early childhood.
- Interviewed all stakeholders on-site and prepared two draft pieces of legislation.
- Worked with SEA/LEA staff to conceptualize and expand services to children in remote village sites.
- Demonstrated use of follow-up evaluation tools and conducted home visits with island staff.
- Conducted WRRC early childhood conference in Saipan with additional ROP personnel attending at ROP expense.
- With NEC*TAS staff, assisted island staff in setting up a schedule to see students in the center, at home, and in remote islands.
- Conducted on-island training of Head Start, early childhood, and special education staff and parents on techniques to work with children. Conducted demonstrations with children at the center and in their homes.
- Assisted with the development of a brochure about the early childhood program.

HIGHLIGHTS, 1991 - 1993:

- Conducted transition workshop in conjunction with NEC*TAS staff for those EC students moving to Head Start or regular school in the fall of 1992.
- Supported NEC*TAS staff to make on-site follow-up visit.
- Met with ROP EC staff at NEC*TAS sponsored conference in Washington, D.C. in January.
- Met with SEA director to discuss current status and continued support for EC program, especially how to provide services to students in villages and remote islands.
- Met with ROP EC staff at the Pacific Basin Interagency Conference in Pohnpei.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Legislation was passed.	
• Early childhood program is operating.	• Teaming among Special Education, MCH, the Palau Parent Network, and Head Start continues on-island, fostered by the annual Pacific Leadership Conferences. Currently the team is planning a disabilities awareness program in conjunction with the annual PPN Conference.
• Number of children served on a regular basis in early childhood has increased.	• Early Childhood program participated in monthly interagency conferences that serve to pass students and records from one agency to the next.

LRE

HIGHLIGHTS, 1987 - 1991:

- Sponsored and attended three week training for LEA staff member at CCM on rehabilitation strategies to use with students with physical disabilities.
- Provided workshops for regular and special education parents in "Reading Aloud with Your Children."
- Provided workshop for regular education teachers on "Language Arts Without Dittos: working with low performing students."
- Co-sponsored activities for a team of SEA/LEA staff in San Francisco: LRE Conference, site visits, administrators' training for the Pacific.
- Worked with local regular and special education staff to plan pre-school inservice training for regular education primary teachers in "How to teach the hard-to-teach."
- Sponsored attendance of two regular education staff at CCM's summer Reading Clinic to learn skills using direct instruction with low performing students.

- Provided series of workshops for regular education staff on "Using Cooperative Learning Skills to Teach All Kids."

- Provided workshop to special education and Head Start staff on "Skills to teach all kids in the regular classroom."

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Parent attendance increased at every "Read-Aloud" workshop.	• Principals continue to request assistance from special education in meeting the needs of their hardest to teach students.
• Principals actively supported the workshops for general education staff and parents through their attendance and positive responses.	
• Principal and SEA director identified local funds to duplicate the CCM Reading Clinic on island for 30 regular education staff. Those who attended in Pohnpei will assist with the training.	
• Teachers petitioned SEA to provide additional training on their own time.	

Parent /Family Involvement

HIGHLIGHTS, 1987 - 1991:

- Provided series of parent workshops in a three part parent leadership development program.

- Worked with parent leaders to develop workable parent group organization structure.

- With Palau Parent Network, sponsored series of business workshops to raise visibility of special education and to educate business community about transition.

- Collaborated with other TA providers to provide regular contact and support to parent leaders when on island.

- Assisted parent leaders in planning and conducting first and annual Palau Parent Network Conference.

- Parent/SEA team was invited to attend, present and participate in a multiregional Parent Forum in Santa Fe.

- Parent leaders participated in regional and sub-regional meetings (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Supported TAPP staff travel to assist Palau parents in on-going activities.

- WRRC, NEC*TAS and TAPP participated in a PPN meeting to report on the Pacific Interagency Conference and solicit needs from the membership.

- Worked with interagency team and parent leaders to develop plans for Third Annual PPN Conference.

- Provided training to parents on record keeping and assisted PPN staff in organizing office.

- WRRC maintained regular contact with parent leaders through phone, mail, and fax. Information packets were regularly shared with PPN.

- Supported one parent leader from ROP to attend the TAPP Western Parent Conference in Billings, Montana in May.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• The Palau Parent Network has established a formal, physical office.	• Teaming among Special Education, MCH, the Palau Parent Network, and Head Start continues on-island, fostered by the annual Pacific Leadership Conferences. Currently the team is planning a disabilities awareness program in conjunction with the annual PPN Conference.
• Active parent support of enabling legislation for students with handicaps led to passage of law.	• The PPN submitted and was awarded a PTI Grant by TAPP to begin in October 1992.

• Teachers and community and religious leaders ask Network parents for assistance and refer new parents to group.	• ROP sponsored three additional parents to attend the Pacific Leadership Conference in Saipan.
• Parents take increasing leadership roles in regional and sub-regional meetings.	• A parent leader participated in a panel at the Leadership Conference in Saipan and was high commended on her presentation about the development of an active, successful parent network.
• Parent leaders accompany early childhood staff on home visits and child find activities.	• Parent leader and SEA Director teamed with WRRC staff to make a presentation at TAPP/RRC Multi-Cultural Conference in Washington, D.C.
• ROP paid for additional parents to attend both Guam Parents' conference and Saipan Early Childhood conference.	• The planning team for the PPN Conference had t-shirts made and solicited support from local agencies, business, and political leaders.
• Parents have submitted articles to *WestLinker*, which would not have happened without support.	• Parent leaders met with other parents in Saipan and gave support and advice on beginning a parent group.
• Parent/SEA team participation in the Santa Fe Parent Forum resulted in contacts and the awarding of a TAPP experimental grant to Palau Parents' Network.	• A parent leader from Saipan participated as an invited guest at the third annual Palau Parents' Network conference.
	• Following the parent conference, handicapped awareness day was held and jointly sponsored by MCH, Head Start, Special Education and the Palau Parents' Network.
	• PPN leader and WRRC staff presented workshop at Pacific Basin Interagency Conference in Pohnpei.

- PPN leaders took a leadership role in presentation at TAPP Western Parents' Conference in Billings, Montana.
- PPN Leader is regularly consulted by SEA staff about special education matters.
- SEA sent additional participants to both the Pacific Basin Interagency Conference in Pohnpei and the TAPP Western Parents' Conference in Billings, Montana.

Restructuring

HIGHLIGHTS, 1991 - 1993:

- Training was provided to regular education staff from three "in-town" elementary schools on working with low-performing students in the regular classroom.
- Specific training in using literature with all students was provided to one school at the request of the principal. Scholastic Books contributed the time of a consultant to assist with training.
- Worked with regular education supervisory staff to discuss assessment strategies, children-at-risk and effective schools methods.
- Worked with SEA staff to plan the delivery of training modules utilizing a Part D grant.
- Provided training to village schools on working with students with disabilities within the regular classroom
- WRRC consultant provided training in communication disorders and facilitative communication and autism to parents and staff.
- SEA and WRRC staff traveled to American Samoa to observe the Intensive Educational Support Program.
- Identified areas of needed training for regular education staff and communicated this to faculty at University of Guam extension.

IMPACT, 1991 - 1993

- Multiple requests have been made for additional training of regular education staff and plans have been made to expand the training to outlying schools in villages and on other islands.
- The principal of one school wrote a local grant to purchase $5000 worth of materials for WRRC and consultant use in training. In planning the training, principal ensured that resource room students were included in every practice group.
- Principals, administrators, primary teachers, supervisors came to observe training and were very impressed. One principal returned the next day with two additional teachers.
- An administrative (regular education) supervisor commented on the value of the information and materials which the SEA Director regularly shares with him. "He (the SEA Director) always brings very informative materials home from your meetings. We do not have access to such materials. We meet and talk about them."
- Principals regularly come to SEA office for information and support in serving students with disabilities within their schools.

• DOE has contracted with U of Guam to offer a summer school special education course for regular education staff at the request of teachers and principals.
• Elementary supervisors participated in two day special education training trip to village. As a result of observations and training, regular education is now looking at their grading system with regards to students with disabilities.
• ROP has contracted with communication disorders specialist used last summer to provide a follow-up training for staff and parents this summer, and asked the WRRC to participate.
• ROP supported the expenses of a staff person to participate in an 11 week practicum at the Oregon School for the Blind, and asked the WRRC to help make arrangements.

SEA Management

HIGHLIGHTS, 1987 - 1991:

- Worked with SEA staff to develop policies and procedures to implement new ROP federal legislation mandating special education.
- Presented workshop on "effective planning and management to get the job done" for special and regular education staff.
- Conducted a Management/Supervision Workshop for teams of regular and special education administrators from RMI, FSM and ROP.

HIGHLIGHTS, 1991 - 1993:

- Conducted a Micronesian Leadership workshop for teams of regular and special education administrators from RMI, FSM and ROP.

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Policies and procedures have been adopted.	• Team of regular and special education administrators meet monthly to share their progress in using skills from leadership workshop.
• Regular education administrators have expressed interest in similar guidelines for regular education.	• Village principal related specific instance of using skills learned in leadership workshop to resolve difficult situation with parent.
• ROP SEA has independently contracted with consultant to work on other areas not covered by the WRRC's TAA.	• ROP supported three additional staff to attend the Pacific Management Conference in Pohnpei so that all the principals who had attended in Palau could continue.

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Completed Current Status Report of special education for the Republic of Palau.
- Met with SEA staff at regional meetings and while in transit through HI to provide support and review data collection.

HIGHLIGHTS, 1991 - 1993:

- Supported SEA in writing IDEA State Plan for Palau.
- Assisted SEA/LEA staff to develop plans for Child Find, and provided information related to it.
- Participated in multiregional monitoring conference (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	IMPACT, 1991 - 1993
• Increased community awareness of and attention to special education as a result of data collection.	• ROP SEA paid for additional staff member concerned with assessment and records to attend monitoring conference.
	• Palau SEA completed and submitted IDEA State Plan to OSEP in Spring, 1993.
	• Interagency Child-Find committee was formed and plans and training developed prior to a July nationwide child-find.
	• Five additional staff were hired as per the staffing plan developed for the State Plan.

Special Populations

HIGHLIGHTS, 1991 - 1993:

- ROP staff participated in the Pacific Deaf/Blind Workshop in Guam.
- Provided ROP staff with materials for teaching sign language.
- Conducted workshop on communication disorders, specifically, facilitated communication for students with autism and cerebral palsy, for regular, special, and Head Start teachers and parents.

Transition

HIGHLIGHTS, 1987 - 1991:

- Provided training on-site to SEA, high school teachers, administrators, and parents on the implementation of an integrated high school program.
- Assisted SEA and LEA staff in setting up job training and working with other agencies and regular education staff to conduct transition program.

- Met with SEA/LEA staff to discuss scope of total program for students making transition from elementary graduation through work/community life.

- Team of SEA/LEA staff participated in WRRC's Sub-RAC Transition conference in Saipan (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- SEA Director met with WRRC staff to explore possibilities of further work in transition.

- Plans are complete for ROP transition staff to attend Eugene-based training in August with Vocational Rehabilitation staff.

IMPACT, 1987 - 1991

- All enrolled secondary students with handicaps are attending regular high school classes and are in job placements.
- Palau staff have begun to work with Guam special education secondary staff: attending training and visiting programs with local support.

WASHINGTON

CAPITOL:	Olympia
LAND AREA:	66,512 square miles
POPULATION:	4,866,692
LANGUAGES:	English, Spanish

TOTAL 5-17 YEAR OLD ENROLLMENT:	891,199
STUDENTS WITH DISABILITIES SERVED, 3-21:	81,330

Early Childhood

HIGHLIGHTS, 1987 - 1991:

- Provided consultation on personnel and program decisions for early childhood activities to Part H and Section 619 staff.
- Facilitated participation in multi-cultural early childhood (ECH) meeting at SARRC.
- Participated in multistate and regionwide activities on early childhood services (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Participated in regionwide early childhood teleconferences on issues of transition from preschool to school-age programs (see Regional Efforts, Section B).

IMPACT, 1987 - 1991

- Have implemented strategies for regional staff development in ECH. State interest in follow-up on diffusion of innovations.

LRE

HIGHLIGHTS, 1987 - 1991:

- Provided consultation and training to SEA for development of curriculum-based initiatives and applications in six pilot districts, resulting in 1) study design for federal grant and legislative request; 2) procedures and forms for screening students; 3) year-end report of effects and attitudes from each site.
- Provided three individual school districts consultation and training for continued CBP refinement which produced: a revised CBP manual for the district; a completed district-wide screening of students using CBP; and initial plans for an integrated services model for all low performing students.

- Produced camera-ready paper entitled *Through the Lens of Change: A View of Principals, Building Based Change and Models for "At Risk" Students.*
- Participated in multistate and regionwide activities on LRE (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Participated in multi-state and regionwide activities on implementation of new assistive technology requirements of IDEA (see Regional Efforts, Section B).

Parent Involvement

HIGHLIGHTS, 1987 - 1991:

- Participated in multistate and regionwide activities on parent involvement (see Regional Efforts, Section B).

Restructuring

HIGHLIGHTS, 1991 - 1993:

- Suported SEA project on more instructionally relevant procedures for identifying students with learning disabilities.
- Drafted stimulus paper, *Revising Special Education Eligibility Criteria.*

IMPACT, 1991 - 1993

- A new learning disability definition has been proposed.

SEA Management

HIGHLIGHTS, 1987 - 1991:

- Assisted with the planning and conduct of the OSPI-initiated first Network of States in Cross-Cultural Special Education (NCCSE).
- Conducted an inservice for SEA and ESD staff on meetings management, mission development and team building.
- Participated in multistate and regionwide activities on SEA management (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- The OSPI and WRRC collaborated in the design and completion of a study of Washington's special education funding system to develop a "safety net" for LEAs which incur excess costs in providing FAPE.
- WRRC and OSPI staff collaborated in facilitating the year-end planning retreat of WA OSPI/ESD staff.
- Collaborated with the SEA on its statewide review of special education rules and regulations.
- Supported Phase I of Washington's special education regulatory review project.
- Collaborated with SEA and project consultants on initial planning for Phase II of regulatory review.
- Participated in quarterly regional teleconferences on data management and CSPD issues. Participated in regional meeting of data managers at National Data Management Conference in March 1993 (see Regional Efforts, Section B).
- Participated in multistate and regionwide activities on SEA management (see Regional Efforts, Section B).

IMPACT, 1987 - 1991	**IMPACT, 1991 - 1993**
• Second meeting of NCCSE at CEC Conference was held in Albuquerque in October.	• Finance study report, although not acted upon by 1992 - 93 Legislature, was referred to an interim committee for further consideration for next year's session.
• OSPI maintains regular linkages with four NCCSE members.	
• State-specific follow-up training on meetings management resulted from multistate forum and OSPI is pursuing further meetings management dissemination for state personnel.	

SEA Monitoring

HIGHLIGHTS, 1987 - 1991:

- Participated in multistate and regionwide activities on SEA Monitoring (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Supported the SEA's development of new four-year state plan.
- Assisted the SEA develop standardized forms for statewide adoption.
- Supported SEA development and dissemination of standardized forms for LEA special education services.
- Supported WA participation in National Monitoring Conference in Kansas City (see Regional Efforts, Section B).

IMPACT, 1991 - 1993
• Draft packet of forms have been compiled and sent to LEAs for trial run during the 93- 94 school year.

Transition

HIGHLIGHTS, 1987 - 1991:

- Served on the WA Statewide Coordinating Committee and its subcommittees to provide consultation and information support which resulted in policy, procedural and programmatic recommendations to the State Legislature on improving transition.
- Facilitated a portion of WA's statewide interagency conference where five transition teams identified major transition issues facing local school districts.
- Co-sponsored a regional conference with Region X RSA to describe past efforts and results in transition and what future directions should be.
- Participated in multistate and regionwide activities on transition (see Regional Efforts, Section B).

HIGHLIGHTS, 1991 - 1993:

- Assisted with development of statewide regulations pertinent to transition.
- Assisted in development of statewide Resource and Technical Assistance Center for transition.
- WRRC staff supported SEA development of a special education regulatory guidance document on graduation requirements through individual consultation, compilation of current state practices regarding graduation and continuation of transition services, and policy clarifications with OSEP staff and other sources.
- Participated in monthly regional teleconferences on various issues related to transition (see Regional Efforts, Section B).

IMPACT, 1991 - 1993

- The SEA has funded a Resource and Technical Assistance Center in Transition at the University of Washington to assist in development of improved transition programs in local communities.

II. WRRC PRODUCTS, 1991-1993

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WRRC PRODUCTS LIST
(1991 - 1993)

1992	Report to the Legislature on Special Education-Safety Net: Section 501(4), Chapter 16, Laws of 1991 First Extraordinary Session. [2WA-1FIN]
1992	Identifying and Measuring Student Outcomes. [2CA-2RES]
1992	Celebrating Diversity: Notes from the TAPP/RRC Celebrating Diversity Conference, January 27-31, 1992. [2MR-2PAR]
1992	Highlights of WRRC Assistance 1987-1991: Final Technical Report. [Obj 6]
1992	Analysis of New IDEA Regulations. [2MU-7MGT]
1992	Final Regulations: IDEA (P.L. 101-476) Secondary Transition Components. [2MR-4TRN]
1992	Topical Update: Building Solutions for Educational Services. [Obj 3]
1992	State Transition Systems Change Grantees Meeting Summary. [2MR-4TRN]
1992	California Visits Pennsylvania: A Look at Pennsylvania's Instructional Support Process. [2CA-2RES]
1992	Alaska Special Education Handbook. (Update) [2AK-2RES]
1992	The Alaska Plan for a Comprehensive System of Personnel Development. [2AK-1CSPD]
1992	Identifying and Measuring Student Outcomes. [2CA-2RES]
1993	Corrections Connection: Special Education in the Justice System. [Topical Update] [2MU-11ADJ]
1993	Traumatic Brain Injury: The Role of Schools in Assessment. [Obj 3]
1993	Transition Services Beyond Graduation: State Policies and Perspectives. [2MR-4TRN]
1993	A Snapshot of the "Perfect" School. [2MU-6RES]

III. FOURTH QUARTERLY REPORT
YEAR 2 (1991 - 1993)

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OBJECTIVE STATUS

OBJECTIVE STATUS

The Evaluation Plan in the WRRC's cooperative agreement described a formal system was described to collect ongoing feedback, results and impact for each instance of direct technical assistance. In addition to the evaluation plan in each negotiated technical assistance agreement (TAA), the WRRC regularly reviewed all six Center objectives (management and administration; technical assistance delivery; information services; collaboration and networking; advisory functions; evaluation).

Monthly, an operations review was conducted for each objective. Progress to date toward goals set for each objective was reported formally by the objective leader, and questions of achievement and resource use were posed by the entire staff. Where necessary, adjustments in human and fiscal resources were made and documented in the Center's formal tracking system. Reviews for some objectives followed formal protocols (described by objective below).

Objective 1: to operate a center management system which maintains expected time schedules, resource assignments and control procedures for all project activities

- for each objective, reviewed time schedule and budget status
- for each staff, reported time expended across objectives for the month
- for each quarter, completed progress review of Center operations and reported cumulative progress to OSEP

Objective 2 to provide assistance to all Region 6 states in accord with RRC-State Technical Assistance Agreements

- conducted formal review of new needs and TAAs, including projected outcomes, proposed activities, collaboration and stakeholder involvement
- conducted formal progress reviews of TAA activity:

  monthly: what has been the progress over the past month?
  are the action steps still relevant?
  what are the expected outcomes? will we achieve them?
  are there any concerns about what is planned or underway?
  any advice or suggestions you would like colleagues to offer? any changes made or need to be made to complete the TAA?

  quarterly: (any monthly update as above)
  what evaluative feedback is available?
  what is the overall status of the state?
  what grade would the state director assign us? why?
- reviewed TAA status, time schedule and budget status against the original agreement, adjusting directions, schedules or resource allocations as appropriate
- completed 62 TAAs for state, regional or national assistance

Objective 3: to maintain a centralized Information Services System to support the work of the proposed RRC and its clients

- maintained paper and electronic data bases for information access and dissemination
- responded to more than 300 information requests from clients and associates
- quarterly solicited evaluative feedback on system operations and results from staff and clients

Objective 4: to promote and participate in collaborative activities with other agencies within Region 6 and nationally

- reviewed new TAAs for possible collaboration on specific services
- regularly linked with other TA agencies to maximize collaborative opportunities to benefit clients
- supported and participated in OSEP efforts to connect funded agencies and projects to increase collaboration, information dissemination and value to state and local efforts

Objective 5: to establish and maintain an advisory function for the Region 6 RRC

- conducted monthly issues and exchange calls for the Region's SEA Directors
- annually engaged the SEA Directors in a review of the quality, efficiency and effectiveness of WRRC assistance

Objective 6: to collect and analyze information on the progress, outcome, quality, effectiveness and impact of technical assistance activities and Center operations

- reviewed evaluation plans for each new TAA
- reviewed (monthly) TA status, progress and evaluative information
- reviewed (quarterly) status, progress and evaluative information for objectives 1, 3 - 5

These systematic reviews of each WRRC objective enabled the staff to effectively and efficiently plan, budget, deliver and monitor the array of work involved in providing technical assistance from a regional base. Conducting these monthly provided regular and timely opportunities for identifying difficulties, recognizing emerging needs, acknowledging achievements and making operational adjustments to maximize results and resources.

TECHNICAL ASSISTANCE ACTIVITY

OBJECTIVE TWO

SEA Needs and TAA Development

YEAR 2

Quarter 1

Washington

The State of Washington after several months of exploratory discussions both internally and with WRRC staff, elected to begin the process of a full review of their state special education rules and regulations for consistency with federal regulations. To initiate this process a statewide Special Education Rules Advisory Committee was formed and an initial meeting of this Committee was held on June 26, 1992. This meeting was attended by Committee members, SEA staff, the WRRC state liaison, and a consultant expert on regulatory review.

As a result of this meeting, a new technical assistance plan is being developed (2WA 2MGT) to assist Washington in this process. Currently, the state is awaiting a proposal for the project from the consultant used in the exploratory phase. Upon receipt of this proposal, and possibly others, the scope of the project and the respective roles of the SEA, the WRRC, and any consultants will be negotiated. A new needs statement and technical assistance plan will be developed for the next Quarterly Report.

Quarter 2

WRRC staff attended the Northwest Law and Special Education Conference to gather information affecting states and districts. Several key contacts were made with SEA staff and experts in the field. One resulted in training for staff on the implications of the revised IDEA regulations on SEAs (see MU07 MGT).

This quarter marked the last major opportunity to identify new SEA needs and plan for additional activities for the duration of this cooperative agreement. In some instances, the WRRC proposed to SEAs new multi-state activities which could assist in some areas of need where state-specific activities seemed premature to both the SEA and the WRRC staff. These multi-state activities also provide an efficient mechanism (half are information development and communications-based, not involving significant travel) for understanding policy problems, sharing solution ideas, and exploring whether additional specific activities are warranted. In some other instances, changes in state circumstance and priorities led to the identification of new needs and the planning of some state-specific TA activities. These are reported in this section of the report. For easier reference, the following Needs Assessment and Technical Assistance Plans (NATAPs) are those which have not been reported prior to this quarter:

AS03 Restructuring (IESP evaluation)	page 185
AZ02 Monitoring	page 194
AZ03 Policy	page 196
CNMI03 Families	page 222
NV04 Management	page 281
OR06 Management	page 295
RMI03 Transition	page 304
ROP04 Management	page 326
WA04 Management	page 340
MU07 Management (IDEA Regulations)	page 393
MU08 Management (Distance Education)	page 396
MU09 Families (TAPP collaboration)	page 399
MU10 Assistive Technology	page 403
MU11 Adjudicated Youth	page 410
MU12 Early Childhood	page 419
MR06 Restructuring (National Agenda)	page 453

Quarter 3

During this third quarter, several activities were completed but the majority of the NATAPs remain active. New activities were initiated in response to emerging needs on the part of SEAs. Of particular interest this quarter have been the achievements described in the progress reports for:

AK01 CSPD	page 155
ID04 Management (grant writing)	page 261
WA04 Management (regulatory review)	page 340
MU02 Management (Pacific Leadership)	page 355
MU04 Data Management	page 371
MU06 Restructuring (consumers and schools)	page 389
MU11 Adjudicated Youth	page 410
MR06 Restructuring (National Agenda)	page 453
Objective 4 (OSEP Leadership Meeting)	page 493
Objective 5 (SEA Directors' monthly calls)	page 511

Quarter 4

This final quarter we completed the remaining active NATAPs, reviewed the progress for each service as well as for the Center TA as a whole. This final Technical Report contains the results of those reviews for the quarter, and an overview of services and impacts for the entire grant period as well.

OBJECTIVE TWO

Technical Assistance Activities

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC:	WRRC	**Descriptor:**	CSPD
STATE/NUMBER:	AK01	**Contact Person:**	Clay Starlin

NEED/ISSUE:

Need for quality and qualified personnel (recruitment/retention).

Need to produce visionary CSPD plan that is in compliance with federal standards.

Need to develop comprehensive and integrated statewide T.A. system tied to DOE.

Need for more relevant teacher preparation and inservice (experiential in character).

ACTION PLAN:

Objective 1. To support the development of a statewide CSPD plan by 5/92.
- *Activity* 1.1 Establish steering committee, which includes Alaska's major stakeholders, in designing a CSPD plan by 10/91.
- 1.2 Draft outline of CSPD plan by 1/92.
- 1.3 Complete first draft of plan by 2/92.
- 1.4 Complete second draft of plan by 4/92.
- 1.5 Complete third draft of plan, after field test period by 5/92.

Objective 2. To support the development of a statewide T.A. system by 5/93.
- *Activity* 2.1 Meet with Special Education Service System (SESA) staff to support redesign of system by 8/91.
- 2.2 Support development of cooperative agreement between SESA and DOE in relationship to state T.A. delivery by 6/92.

Objective 3. To support the establishment of district laboratory schools for preservice and inservice training by 5/93.
- *Activity* 3.1 Specify parameters of laboratory schools in written document in accord with CSPD plan and restructuring efforts by 1/93.
- 3.2 Identify sites by 3/93.
- 3.3 Provide orientation and training to selected sites by 5/93.

PROGRESS ATTAINED

Quarter 1

Provided training to the Special Education Service Agency (SESA) regarding how to redesign their agency to move toward a state wide special education T.A. agency. The training involved: organizational change information, mission statement development, components of state T.A. systems, evaluating T.A. effects and meeting management technology.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	1 SEA administrators
	16 other (SESA staff members)

Quarter 2

Participated in state CSPD meeting in October in Anchorage. We discussed the proposed CSPD regulations and how AK could develop a visionary CSPD process. The WRRC has taken major responsibility in drafting a CSPD plan and developed a tentative outline to which the committee is presently reacting.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 SEA administrators
	2 LEA administrators
	2 parents
	5 teachers
	1 related serv pers
	1 University staff
	1 other (AK NEA rep)

Outcome Evaluation Report

"Technical Assistance and SESA: Where Do We Go From Here," Anchorage, AK, 8/91.

Summary of Evaluation Methodology: Evaluation questionnaires were collected from participants at the close of the meeting.

Evaluation Results: Seventeen questionnaires were returned for a response of 100%. Below are mean scores (1-low, 6-high) for the four rated items and a summary of comments addressing "most" and "least helpful" aspects of the meeting, ideas for improvement and next steps:

	Mean Scores
1. To what degree did the meeting meet your expectations?	5.06
2. The work of the leaders was?	5.23
3. To what extent will you be able to use the information presented?	5.12
4. Overall, I consider this training:	5.12

"Most useful" aspects of the meeting most often identified included the small group process, development of mission statements and action lists, and the modeling and presentation of meetings management techniques. Comments on "least useful" aspects centered around workshop length (lack of time to assimilate information). Ideas for improvement focused on the need for more time, fewer and more focused handouts, and examples of other TA systems. Next steps included follow through on action lists, and the need for long-term intermittent support and follow-up trainings. This information will be integrated into future WRRC planning activities.

Quarter 3

Began work on first draft of CSPD plan. Met with state director in Anchorage in February to finalize outline and begin drafting some of the initial sections.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
__1__ consultations	__1__ SEA administrators

Quarter 4

Completed work on a draft CSPD plan and presented this to the CSPD committee at the end of April. The committee divided into small groups to react to the various sections and provided feedback regarding suggested revisions. A second draft will be completed and presented to the director in mid-July.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 SEA administrators
	2 LEA administrators
	2 parents
	5 teachers
	2 related serv pers
	2 other (AK NEA staff, IHE staff)

YEAR 2

Quarter 1

A second draft of the CSPD plan was completed and discussed with the special education director. From this discussion additional revisions were decided on and a third draft will be completed in time for the next CSPD meeting in October.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 SEA administrators

Quarter 2

Met with CSPD committee and went over second draft of CSPD plan. The committee decided to reorganize into sub-groups in line with the major sections of the plan (e.g., personnel qualifications, recruitment and retention). Each of the sub-groups will meet and review the corresponding portion of the plan and provide feedback to the WRRC contact person during the February CSPD meeting. A final plan will then be completed and presented to the committee at their April meeting.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 SEA administrators
	2 LEA administrators
	2 parents
	5 teachers
	2 related serv pers
	2 other

Quarter 3

Met with CSPD committee in February and discussed input from their review of a second draft of the CSPD plan. This input will be incorporated and a final product will be completed by the April 22 CSPD meeting.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 SEA administrators
	2 LEA administrators
	2 parents
	5 teachers
	2 related serv pers
	2 other

Quarter 4

The April 22 meeting was canceled and an audio conference was substituted for the meeting. The CSPD plan was completed and distributed by mail to the state CSPD committee.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 SEA administrators
	2 LEA administrators
	1 parents
	5 teachers
	3 related serv pers
	2 other

Outcome Evaluation Report

Summary of Evaluation Methodology: Semi-structured phone interviews were conducted with the former SEA director and the co-chair of the Alaska CSPD Committee (for Objective 1) and with the former SEA director and the director of the Special Education Service Agency (SESA) (for Objective 2) to determine the results, and any longer term impact, of the assistance provided.

Evaluation Results:

Objective 1 (to support the development of a statewide CSPD plan). The former director began by noting that the WRRC consultant "did a really great job with the whole process. It was timely, he worked well with the committee and responded well to me. I had a concept in mind and he helped me flesh it out. That was real helpful to me." He added, "The concept grew as we went along. The basic objective was to put a CSPD framework in place; a CSPD plan with all the component parts." "It was a problem solving, product oriented process and we accomplished both." "If they (Alaska) continue, it can be a good working document." He noted being "just very pleased" with the assistance and that he is currently sharing the document with Washington state SEA staff who plan to integrate parts of the plan into their own CSPD.

These perspectives were echoed in a subsequent interview with the CSPD co-chair who described the WRRC assistance as "absolutely invaluable." With the changeover of the SEA director in the middle of the process, she observed that the WRRC consultant's "ability to carry it (the plan and the process) through was crucial." Additionally, WRRC assistance with clarifying the CSPD vision for Alaska was described as "a critical piece." "What we had before was brief regulatory wording. This was the first actual working document."

The plan is done and represents completion of the first phase of "a dynamic document" that will guide the expenditure of funds and priorities for the next cycle. In terms of impact, The CSPD co-chair indicated that the early intervention program is using the document to guide its priorities as well. "The plan is actually doing its job. It is not an empty document."

Next steps include the need to restructure the CSPD committee and sub-committees along the lines of the plan. The Fall 1993 meeting of the committee will focus on this task. The co-chair summarized the WRRC assistance by stating, "The ability to meet timelines and keep us on track was more than can reasonably be expected or provided of TA. And more! I am very impressed with this committee and the amount of work done.... A real confirmatory experience."

Objective 2 (to support the development of a statewide TA system). The first activity under this objective (meet with SESA staff to support redesign of TA delivery system) is the focus of this evaluation. The second activity (development of a cooperative agreement between DOE and SESA) has not occurred. Evaluation results from the actual meeting appear above for Year 1, Quarter 2. This discussion focuses on perceptions of that meeting's impact a year and a half later.

In describing the important aspects of the assistance, the former director noted that WRRC staff helped SESA to put its mission statement together. SESA staff had set some systems in place to follow-up on the mission and formed some other committees as a result of the meeting prior to his departure as SEA director. "What they did at the meeting led to some productive things for staff. The end result is what we expected." The SESA director added in a separate interview, "Overall the training was well delivered and focused on needs we identified. It very much met our expectations for professional quality of content and presenters." "I think that working staff through a large group process on mission consensus building was very helpful.... "It has been at the heart of administrative and staff implementation of staff sub-goals and activities."

The director added that WRRC training on the use of task groups and trusting boundaries was also very helpful. "This went on to work very well for us." Additionally, the training in meetings management was a very important outcome. "Meetings are much better now." For other subsequent impact, the director indicated that improvements in the organization which came about as a result of the training "have allowed us to implement a participatory management model here.... We have evolved task groups into programmatic lead teams.

When asked about unanticipated outcomes, the SESA director commented, "I would have to say that we got better bounce from the springboard than I would have guessed. By the end of the year we had come very far. A long way." In terms of unmet needs, the director noted that some fundamental design problems in the organization have still not been met including the need to clarify the agency's role in the state, its relationship to the DOE, and the identification of effective models for implementing its changing role. Continuation of a close working relationship with the DOE is also a continuing goal.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC
Descriptor: RES
STATE/NUMBER: AK02
Contact Person: Clay Starlin

NEED/ISSUE:

Need to provide better accommodation for diverse learners in regular classroom and regular school environments.

Need to articulate state restructuring vision to the LEAs.

Need to develop systems around major components of restructuring.

Need to establish demonstration sites to implement systems.

ACTION PLAN:

Objective 1. To jointly plan the fall 1991 local directors' conference on school restructuring by 9/91.

- *Activity* 1.1 Develop draft agenda by 6/91.
- 1.2 Identify possible presenters for conference by 6/91.
- 1.3 Develop handout packet for participants by 9/91.
- 1.4 Develop display table for conference by 9/91.
- 1.5 Evaluate conference by 9/91.

Objective 2. To support the development of generic and topic specific documents which provide guidance for restructuring efforts by 5/92.

- *Activity* 2.1 Develop document which delineates possible post school outcomes and curriculum goals and objectives by 3/92.
- 2.2 Develop document which delineates procedures for assessing progress of outcomes, goals and objectives by 4/92.
- 2.3 Develop document which provides recommendations regarding systems changes - rural, urban (fiscal --- classroom organization) by 5/92.
- 2.4 Develop document that summarizes best bet interventions (district through classroom changes) by 5/92.

Objective 3. To support the development of pilot sites through on-site consultation and systems development by 5/93.

Activity 3.1 Build consensus around post school outcomes, curriculum goals and objectives by 1/93.

3.2 Identify prioritized areas in need of restructuring (e.g. finance system, curriculum) and work toward implementation of new systems by 2/93.

3.3 Design computerized accountability system based on student learning data by 5/93.

PROGRESS ATTAINED

Quarter 1

Worked on designing and preparing state conference on restructuring for state local directors of special education . Developed agenda, identified and arranged for presenters, and developed best practices information notebook as conference handout.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 publication product	2 SEA administrators

Quarter 2

Worked with the AK SEA in planning and conducting the local Directors of Special Education Fall Conference. The conference focused on school restructuring. The WRRC provided a conference information packet and set up a display room with print and A-V materials. Twelve districts indicated an interest in being a state restructuring site. Consequently, the objectives of building awareness and getting voluntary interest were accomplished.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	5 SEA administrators 55 LEA administrators 1 other(WRRC staff)

Outcome Evaluation Report

"Alaska Directors of Special Education Fall Conference," 9/91.

Evaluation Methodology: Immediate feedback was requested from participants on overall workshop organization and quality, and on the utility and application of materials. In addition to scaled responses (1 - 6, low to high), narrative responses were solicited for "what did you find most useful?" and "ideas for improvement." Thirty-three people completed the evaluation.

Evaluation Results: Mean ratings for each of the scaled questions were consistently positive, ranging from 4.81 (utility of information presented) to 5.26 (overall meeting organization). These ranked answers were augmented by the participants' narrative comments on utility and improvements. "Inspiration from the Idaho presenters," and "information from field people who have actually restructured, rather than just theory" were characteristic of the remarks about what people found most useful. Suggestions included more hands-on activities, more materials and support on restructuring, and several logistical improvements.

Comments: The large number of positive remarks about the "real" and applicable presentations coupled with the ratings suggest a good match between audience needs and information provided. The majority of ideas offered for improvement (other than logistics) which focused on "more" provides still further reinforcement and perhaps direction for subsequent conferences.

This activity is complete.

YEAR 2

Quarter 4

Outcome Evaluation Report

Summary of Evaluation Methodology: Brief follow-up interviews were conducted with the former and the current SEA directors to identify any longer term perspectives or outcomes that may have emerged from Objective 1 of this plan.

Evaluation Results: The former SEA director reported that although the Fall LEA Directors' Meeting went well, follow-up activities were delayed during the development of Alaska 2000, the state's reform agenda. "I was hoping it would go a little faster, but it didn't." He added that the process of developing Alaska 2000 became drawn out and eventually went in a different direction than anticipated. These delays resulted in Objectives 2 and 3 (development of various guidance documents on reform and development of pilot sites to explore outcomes assessment) being put on hold. A recent discussion with the current SEA director indicates that these activities may be reviewed during the coming year in the context of the state's current educational climate. Follow-up will be suggested as part of planning activities with Alaska during the next WRRC funding cycle.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** MGT

STATE/NUMBER: AS01 **Contact Person:** Caroline Moore

NEED/ISSUE:

The SEA has several management issues to address in order to be in compliance with federal requirements: 1) as a result of the April federal monitoring, the SEA needs to respond to the findings; 2) their triennial State Plan is due next Spring and there are sections which need review and assistance; 3) special education policies and procedures have been started and need to be finished to feed into both the findings and the State Plan; 4) the special education long-range plan which was begun with the Specialists last March needs to be continued, incorporating all of the above.

ACTION PLAN:

Objective 1. To support the development of Samoa's state plan by 7/92.
- *Activity* 1.1 Identify new state plan requirements in IDEA by 10/91.
- 1.2 Review and recommend changes in existing sections on Due Process, Interagency agreements and CSPD plan by 11/91.
- 1.3 Review SEA draft of above sections; determine need for additions, deletions, etc. by 1/92.

Objective 2. To support the development of the special education handbook (policies and procedures) by 5/93.
- *Activity* 2.1 Develop next draft of the handbook, send to SEA to review by 10/91.
- 2.2 Work with SEA director to develop final draft of handbook by 11/91.
- 2.3 Incorporate findings from OSEP monitoring report, as needed.

Objective 3. To complete work on the special education long-range plan by 5/93.

Activity 3.1 Work with Specialists to complete special education "vision," training plan and roles and responsibilities by 11/91.

3.2 Assist with implementation of long-range plan, as needed by 5/93.

PROGRESS ATTAINED

Quarter 1

Objective 1: American Samoa's state director of special education will not be able to travel to Washington, D.C. for a one-day state plan Academy being sponsored by NASDSE and OSEP; therefore, WRRC staff attending will provide information and assistance to her following the Academy.

Objective 2: The special education handbook is currently being revised and a copy will be sent to the state director by the end of September. Plans are in the making for her to spend some time on-site at the WRRC to work both on this activity and on Objective 1 (above).

Objective 3: Planning sessions have been scheduled for the end of October with state special education staff and WRRC staff in Samoa. Work will continue on the long-range special education plan, dovetailing efforts from Objectives 1 and 2 (above).

Quarter 2

Objectives 1 and 2: The SEA director spent one week at the WRRC offices during this quarter, working with various staff members on special education policies and procedures for American Samoa. This work will feed nicely into both the response to the monitoring report and the state plan. She reported that her time here was well spent and productive. It offered a unique opportunity for her to be away from her own office and its demands, devoting her time and energy solely to administrative tasks which are important to accomplish but often take a back seat to immediate needs.

Objective 3: Two WRRC staff spent four days in Samoa training Special Education Specialists in Adult Learning Principles, Team Building, and Consultation Skills. Training was designed to be interactive, with participants involved in activities and practice. They reportedly found the training extremely effective and expect to be able to put to use many of the skills in their work as consultants to special education teachers. Please see the evaluation summary in this report for a fuller description of the outcomes.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	1 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
4 consultations	5 SEA administrators 2 other (parents)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	4 SEA administrators 2 LEA administrators 7 other (VP, VE, Goodwill)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 workshop/topical mtg/conference	12 SEA administrators (at each one)

Outcome Evaluation Report

"Adult Learning, Teaming and Consultation Skills," 10/91.

Evaluation Methodology: Each of the three days of training were evaluated in a different manner, both to provide directions for altering the training and to model various types of evaluation techniques which the participants could themselves use. On the third and final day, written feedback was also solicited at the conclusion of the workshop. The written evaluation requested ranked and narrative comments on expectations and achievement of training outcomes. In addition, participants were asked at the end of each day to identify techniques they had observed the trainers using; this last strategy also helped presenters measure the extent to which they were successfully imparting training techniques.

Day 1's evaluation focused on positive (+) comments and suggestions for improvement, provided orally and voluntarily and recorded on a flip chart for all the group to see. On Day 2, participants interviewed a colleague on three questions regarding the training process. The morning of Day 3, the interviews were reported and the results recorded on flip chart. That afternoon participants provided oral comments just prior to the written evaluation at the workshop's end.

Evaluation Results: The training was very well received. Positive marks and remarks were predominant in each of the evaluation results. Rankings (1 low, 4 high) were requested on the extent to which participants thought the intended outcomes had been realized; means on these items ranged from 3.11 to 3.9.

Comments: This training was carefully matched to meet the needs of the participants, and provided extensive "practice" and interaction time to facilitate understanding and eventual application of the techniques. Interesting to note that although one of the outcomes was not addressed at all, it was still ranked positively, reflecting the oft-stated and oft-noted positive regard for technical assistance on islands where its availability is limited.

Quarter 3

Objectives 1 and 2: Upon her return to American Samoa (following her December visit to the WRRC), the state director has continued development of the state plan and policies and procedures. WRRC staff have reviewed and commented on drafts as they've been completed. The director reports that as a result of her time at the WRRC, her computer skills have increased, and she is saving time by using the computers on the island. Prior to her visit, she was not able to use computers efficiently. Plans are underway for a spring on-site evaluation of these and other AS activities.

Objective 3: Continued staff training is currently in the planning stages for the fall or winter of 1992/93.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	3 SEA administrators

Quarter 4

During this quarter, plans are under way for on-site consultation by the WRRC director and one staff member. Four activities are being planned: 1) meet with Associate Superintendent to discuss concerns about the Intensive Educational Support Program, Samoa's initiative to serve student with disabilities in the regular classroom; 2) provide assistance to the special education director on management issues, including the state plan and policies and procedures; 3) provide training to special education director and consultants on use of the

Macintosh computers that they have available to them but do not know how to use; and 4) meet with the special education director to assess satisfaction with WRRC services in general. The trip is scheduled for the first week of June.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_consultations	_1_SEA administrators

YEAR 2

Quarter 1

WRRC staff conducted a week-long consultation which included training on word processing and spreadsheet applications, observations of IESP classrooms and developing a design for its on-going evaluation, assistance with the state plan, and assessment of WRRC services in general. This visit was also of political significance, since it involved the WRRC Director making his first visit and initial connections with the Chief State School Officer and several agencies with which the SEA works.

The computer training was designed to provide both basic information for using different programs, and to immediately apply the learning to work projects chosen by each of the specialists. On Monday, the training began with introduction to the computer and some basic word-processing techniques. Tuesday, each trainee brought her/his individual project and the techniques were tailored and applied. Thursday, three specialists who were presenting that morning to the DOE's annual program review had completed graphs and handouts describing Special Education's early childhood and transition programs and progress over the past year; by Friday, course objectives for the new transition program were completed, a data base was begun for the experimental early childhood program, and the CSPD plan set up.

Documenting the benefit of the IESP continues to be an important goal for the DOE, which has supported the program with WRRC assistance for several years, so time was spent observing IESP classrooms with the Associate Superintendent. Based on the observations and conversation, an evaluation design was suggested which could be mounted and maintained on-island, with due considerations given to current testing procedures, curriculum (mainland) and the limitations imposed by standardized devices upon students for whom English is a second language, and whose culture is not middle America.

The SEA director and WRRC staff spent time during the annual SEA directors' meeting in San Francisco planning for follow up to the activities begun under this TAA, to include a Fall training event for the Special Education consultants. Consultation was also provided on American Samoa's response to their state plan review.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	8 SEA administrators 2 other

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	3 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators

Outcome Evaluation Report

"Computer Training, IESP Observations and State Plan Assistance," June 1992.

Evaluation Methodology: Regular checkpoints during the training; observation of trainee applications; an end-of-week feedback session; and comments, questions and suggestions were all used to assess the effectiveness of the training.

Evaluation Results: Feedback throughout the computer training indicated the utility, application and benefit of the service. Substantial evidence came in the form of projects which were completed and shared (in some cases in formal presentations to the DOE) at week's end. The end of week activity also yielded very high ratings for the design and delivery of the training. Specific highlights included the customization of the training materials, the direct instruction techniques, and the assistance available for individual applications.

The evaluation design for the IESP was completed but not discussed with the Associate Superintendent; however, the SEA Director requested assistance with the plan during the annual WRRC-SEA Directors' Meeting in San Francisco, indicating the Associate Superintendent was interested in its pursuit.

Quarter 2

In October, a week-long training and consultation visit by WRRC staff incorporated the following events: in-depth IEP training for the Specialists (SEA staff) using the videotapes and accompanying materials developed by MPRRC; continuation of computer training for SEA staff; consultation with the SEA director on state plan completion, with emphasis on IEP procedures and due process elements of parent notice and consent; and sharing of the result of a preliminary analysis of 91-92 school year student reading data for the IESP. The week was an exceptionally productive one with all the SEA staff attending all sessions of the IEP training and indicating satisfaction with what they learned. Much progress is being made in Samoa toward implementing practices that are relevant for the culture and focusing training efforts on topics that will bring the greatest results.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
11 consultations	19 SEA administrators
4 workshop/topical mtg/conference	48 LEA administrators

Quarter 3

Several phone consultations were held with the state director to assist with the finishing touches on the state plan. American Samoa's plan has now been approved by OSEP.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	3 SEA administrators

Outcome Evaluation Report

Summary of Evaluation Methodology: WRRC activities from the Summer of 1991 to the present were discussed. Questions focused on

•Objective 1:	Support for American Samoa's state plan development;
•Objective 2:	Support for the development of special education policies and procedures; and
•Objective 3:	Development of a long-range plan for special education.

The SEA Director was interviewed by telephone using an open-ended, semi-structured, interview format.

Evaluation Results:
Objective 1. The Director noted that the one week spent with WRRC staff in Oregon in July 1991 provided a good start on her state plan revision process. However, she emphasized that the additional consultation provided by WRRC staff and information services over the subsequent five months was equally important. In this regard she noted, "I'm very happy with the help I've gotten. It takes a lot of work to be in compliance out here in the Pacific." She added that their state plan is conditionally approved, pending required revisions to legislation. The Director also noted that additional technical assistance would be needed to assist the SEA with integrating new IDEA requirements into the next major revision of the AS state plan.

Objective 2. The development of policies and procedures and related forms was identified as a "continuing project" that will require continued RRC assistance in the future. The Director noted that assistance on island by WRRC program staff was very beneficial in helping to update IEP, extended school year and student discipline procedures, but that work still remains in these and other important areas. Progress is slowed by an overriding need to ensure that the policies and procedures are finalized in language that will be understood by all persons responsible for their implementation. The Director added this closing comment regarding WRRC services, "I think you all do a very good job of providing assistance."

Objective 3. Development of a formalized long-range plan was also identified as an on-going task. The Director noted that WRRC staff development trainings for SEA specialists over the last three years have been significant components of long-range activities. These specialists, in turn, become trainers for special education classroom teachers, increasing the overall skills of the special education staff in providing appropriate classroom interventions.

It was also noted that WRRC computer training for SEA staff was "amazingly effective." Specialists are now using computers to a much greater degree than previously and the SEA is anticipating new computer equipment for staff in the Fall of 1993. The Director added that the SEA is interested in a follow-up training and related technical assistance in the development of various data bases for SEA long range planning.

While several pieces of the long range plan are in place, the Director indicated that a formalized written document is yet to be developed. This was identified as another area where continuing RRC assistance is desired. In closing, the Director offered one final comment, "I think you have done an excellent job here and we will continue to need the service."

Quarter 4

Objective 1: Assistance was provided to the SEA director via phone consultation and meetings with OSEP staff on-site in April regarding finalizing the state plan and monitoring the corrective action plan.

Objective 3: Training on and evaluation of the Intensive Education Support Program (IESP) was planned for this quarter, but extenuating factors caused the trip to be canceled. Some data analysis was conducted at the WRRC and mailed to the consultants in Samoa for their use in the end-of-year school reviews. Training of teachers and consultants to improve the IESP will be a continuing need that will be addressed in the new grant period.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** TRN

STATE/NUMBER: AS02 **Contact Person:** Jane Storms

NEED/ISSUE:

Many high school students with mild to moderate disabilities are not receiving appropriate vocational training to prepare them for work. Coursework needs to be added and transition plans initiated. All teachers and specialists need additional training for this expansion to happen.

ACTION PLAN:

Objective 1. To determine areas of need and possible assistance by 11/91.
- *Activity* 1.1 Gather information on the current status of secondary and vocational programs in Samoa via phone and on-site interviews.
- 1.2 Develop plan for assistance.

Objective 2. To provide assistance in modifying IEPs to include transition services by 5/92.
- *Activity* 2.1 Communicate new IDEA requirements for IEPs to A.S. staff.
- 2.2 Identify possible collaborators (e.g., VR, Other adult service agencies).
- 2.3 Identify models for program development and improvement.
- 2.4 Train staff in strategies to implement new requirements.

Objective 3. To implement plan to design coursework and improve transitions for high school students with mild and moderate disabilities when they leave high school by 5/93.
- *Activity* 3.1 Coordinate adaptation of HI Special Education Vocational Rehabilitation Work Study Program.

PROGRESS ATTAINED

Quarter 1

Initiated planning for an on site visit October 26-November 1, 1991, to collect information about secondary programs, connections with adult agencies and transition planning processes currently in place. Reviewed options for strategies to collect this information. Initiated collaboration with another TA provider (supported employment and vocational rehabilitation) who will accompany WRRC staff to American Samoa. Analysis of current secondary and transition options and the plan for program improvement will be jointly conducted.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultation	1 University staff

Quarter 2

Provided on-site consultation to analyze the status of the current secondary and transition programs. Visited two high schools and the Vocational Technical School, and met with Vocational Rehabilitation, Goodwill, and two families to gain information about the current programs. Initiated transition planning with the families by conducting home interviews. Conducted an interagency transition meeting to describe the new transition requirements of P.L. 101-476. Worked with the newly appointed DOE transition specialist and the state director to develop an action plan for improvement. Initiated linkage with the HI SEA for AS staff to visit HI's collaborative special education/vocational rehabilitation work study program. The team is planned to include the AS VR transition counselor, AS DOE transition specialist, and an AS high school principal, who will go to Hawaii for the Pacific Rim Conference, a transition workshop and the work study program visit. Collaborated with Region IX RCEP to share costs of the visit. Conducted monthly calls with AS transition specialist to support the implementation of the improvement plan.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
4 consultations	8 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference	_4_ SEA administrators _2_ LEA administrators _7_ other (VR, VE, Goodwill)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ linking SEAs	_3_ SEA administrators _1_ LEA administrators _2_ other (VR, RCEP) _1_ University staff

Quarter 3

Facilitated a site visit to Hawaii for two AS secondary special education specialists and the newly appointed AS vocational rehabilitation transition specialist. The purpose was to observe and consider for adoption the HI collaborative special education/vocational rehabilitation work study program (SE/VR). As a result, plans have been made to modify and adopt the program in AS. The HI SE/VR coordinators will provide on-site consultation to AS special education and vocational rehabilitation staff and directors to modify the program; develop a memo of agreement, and design an implementation plan. In order to coordinate related technical assistance efforts, the WRRC has facilitated extensive collaboration among AS SEA, AS DVR, HI SEA, HI DVR, Region IX RCEP and the University of Oregon Employment Training Network.

Any unexpected and/or interim evaluation information:

AS VR and SE are collaborating in the writing of a proposal for a State Transition Systems Change Grant.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ linking SEAs	_3_ SEA administrators _3_ Voc Rehab staff

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ consultations	_2_ SEA administrators

Quarter 4

Coordinated and conducted an on-site training and consultation with special education and vocational rehabilitation staff in American Samoa during April 6-10, 1992. This WRRC-led activity also involved effort and personnel from HI DOE, HI DVR, and Region IX RCEP in San Diego. With WRRC staff, the two HI specialists conducted four days of training and consultation in the modification and adoption of a collaborative special education/vocational rehabilitation (SE/VR) work study and transition program. The results of the session were: the design of four phases in the new SE/VR Work Study Program, draft memo of agreement between SE and VR, draft AS SE/VR program guidelines, draft job descriptions, action plan to initiate implementation, an outline of a training plan through May '93, and a commitment by AS to hire two new teachers to implement the program.

Facilitated and funded a visitation for an AS Secondary Program Specialist to spend a week in Hawaii May 20-24, 1992, working with a HI SE/VR teacher and the HI DOE Transition Specialist. Results included completion of the course outline for a new Career Awareness course for AS (the first of the four phases in the new AS SE/VR program), collection of materials, and development of strategies to implement the in-school work study portion (Phase 2).

Any unexpected and/or interim evaluation information:

The on-site training and consultation were rated very high in terms of utility. Participants had these positive comments about the week: great to have the Hawaiian consultants; this week provided a great opportunity for us to spread the word about transition in a short time to the community, schools and vocational rehabilitation; super chance to get the job descriptions, guidelines, and MOA drafted; thanks for sharing the HI materials; the conference room and access to a secretary was good; excellent facilitation, positive atmosphere and problem solving; lots of respect for each other's profession; good chance to get the hard issues on the table; we learned that VR and SE are actually very similar.

TYPE OF EVENT:

1 workshop/topical mtg/conference

PEOPLE INVOLVED (#s):

2 SEA administrators
1 LEA administrators
2 teachers

TYPE OF EVENT:

1 workshop/topical mtg/conference

PEOPLE INVOLVED (#s):

6 SEA administrators
12 other (VR, IHE, TA, Voc Ed)

TYPE OF EVENT:

1 workshop/topical mtg/conference

PEOPLE INVOLVED (#s):

3 SEA administrators
2 LEA administrators
7 teachers
14 other

TYPE OF EVENT:

1 workshop/topical mtg/conference

PEOPLE INVOLVED (#s):

3 SEA administrators
4 other(VR, TA Agency)

TYPE OF EVENT:

1 workshop/topical mtg/conference

PEOPLE INVOLVED (#s):

3 SEA administrators
3 other(VR, TA Agency)

YEAR 2

Quarter 1

WRRC staff coordinated and facilitated an on-site consultation and workshop to further the implementation of the new career development class and the new collaborative work study program in AS. The career class is to be offered beginning in Fall 1992 to all at-risk students at a pilot high school; the work study program is available for special education students at the same high school. Celebrated the accomplishments of the Special Education and Vocational Rehabilitation Divisions, which included:

- hiring two new teachers to teach the career development course and coordinate the new AS SE/VR program;
- finalizing the memorandum of agreement between the two divisions;
- promoting the new program with the Director of Education, Director of Human Resources, DOE Instructional Management Team, Samoan High School principal, and all DOE secondary counselors; and
- hiring the secondary specialist for the summer to write curriculum for the new career development course.

During the on-site consultation, WRRC facilitated a four-day workshop to further delineate implementation guidelines and procedures. To assist with the work WRRC staff worked with the Region IX Rehabilitation Continuing Education Program (RCEP) to hire two Hawaii consultants: a special education teacher and vocational rehabilitation counselor currently implementing the model SE/VR program in Hawaii.

An action plan was set for the coming year and commitments were made by AS special education and vocational rehabilitation staff members to finalize details for funding the work study program.

Any unexpected and/or interim evaluation information:

Once again, this activity demonstrates the effectiveness of collaborating with other agencies to extend possibilities and ensure essential ownership across agencies. WRRC initiated collaboration with Region IX Rehabilitation Continuing Education Program to hire the consultants (WRRC hired the HI special education teacher, RCEP the HI vocational rehabilitation counselor). WRRC staff facilitated collaboration between local agencies that is now continuing independently between WRRC visits.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	4 SEA administrators 1 teachers 5 other (VR, RCEP)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	3 SEA administrators 3 teachers 6 other(VR)

Quarter 2

Revised the AS Work Study Guidelines and sent a camera ready copy and computer disc to the SEA.

Conducted a phone consultation with the AS SEA secondary specialist to determine progress on action plan. The WRRC arranged for two AS special education teachers to attend the Pacific Rim Conference in Honolulu in January 1993. In conjunction with the Conference, these teachers will also spend two days at Kahuku High School with the consultant who has provided training on the implementation of the collaborative work study program.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	4 SEA administrators 3 teachers

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 publication product	2 SEA administrators

Quarter 3

The WRRC arranged for two AS special education teachers to attend the Pacific Rim Conference in Honolulu on January 13-14, 1993, to learn about effective high school and transition program options. In conjunction with the conference, these teachers also spent two days at Kahuku High School with the consultant who has provided training on the implementation of the collaborative work study program. Written and verbal reports from the teachers indicate that the visitation was an effective way to see possibilities for continuing to improve the quality of vocational training for youth in American Samoa. Provided phone consultation to both the SEA transition specialist and the VR transition specialist as they collaborate in providing coordinated services to high school students. Assisted them in problem solving communication difficulties and differing expectations. Reviewed the action plan for implementation of the SE/VR work study program and made appropriate timeline adjustments.

Any unexpected and/or interim evaluation information:

American Samoa administration is eager to expand the vocational training program beyond the pilot high school.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	1 SEA administrators 3 teachers

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	2 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 other (VR)

Outcome Evaluation Report

Summary of Evaluation Methodology: Questions focused on assistance provided in updating IEP procedures to include transition services, and in establishing a pilot vocational program for high school students in special education. The SEA Director was interviewed by telephone using an open-ended, semi-structured interview format.

Summary of Evaluation Results: The Director began by explaining that Hawaii's transition services were used as a model in establishing transition and vocational services in American Samoa. She added, "We are thankful we had RRC resources to bring people here, as well as support for our visits to Hawaii." The people brought in by the WRRC transition specialist were described as "excellent." Samples of interagency agreements, forms and procedures from Hawaii and other states were also described as "very helpful."
The Director commented that the pilot vocational program has been implemented in one high school and is currently serving about 20 students. She noted that the project has gone well so far and will be evaluated between now and June. It was also noted that the program has led to "closer cooperation and collaboration between regular and special education. "It is hoped that additional staff will be hired to expand the program to other schools. "The Director offered the following observations in this regard:

> *It (the vocational program) is most effective in keeping kids in school. Academics alone will not hold some students. This is the first and only vocational program (on island). Hopefully, it will be implemented in more schools and give kids a greater reason to stay in school.*

In closing, the Director summarized WRRC services in this manner, "I think the project was, and is outstanding. Thank you for all the help with it. It got something brand new for us off and running."

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	1 SEA administrators 3 teachers

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	2 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 other (VR)

Quarter 4

The original need was expressed in the following way: many high school students with mild to moderate disabilities are not receiving appropriate vocational training to prepare them for work. Coursework needs to be added and transition plans initiated. All teachers and specialists need additional training for this expansion to happen.

Provided phone consultation with the director, secondary and transition specialists and vocational rehabilitation transition counselor to identify progress on the action plan to implement the collaborative work study program. Plans are underway to expand the program for next school year.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	3 SEA administrators 1 other

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC:	WRRC	**Descriptor:**	RES
STATE/NUMBER:	AS03	**Contact Person:**	Caroline Moore

NEED/ISSUE:

The Intensive Educational Support Program needs to be evaluated to determine how effectively it is working; specifically, whether student performance is improving and whether students are being returned to regular instructional programs.

ACTION PLAN:

Objective 1. Assist the Division of Special Education to summarize the student performance data currently being collected on the IESP in a manner that IESP staff members are able to a use a similar format on an annual basis.

Activity 1.1 Work with IESP and Special Education staff on-site to confirm evaluation questions and goals by 10/31/92.

1.2 Assist staff to summarize extant data and determine need for any additional data for current year's report by 10/31/92.

1.3 Assist staff to complete report for Samoa's IMT Review by 5/93.

Objective 2. Work with Special Education staff to design a qualitative evaluation of the IESP.

Activity 2.1 Agree on questions to be asked and respondents by 3/31/93.

2.2 Assign responsibility for conducting interviews and writing report (third party - either WRRC staff or contracted consultant) by 3/31/93.

2.3 Conduct study and write report by 5/93.

Objective 3. Explore the possibility of conducting a comparative evaluation of IESP schools and non-IESP schools on improvement in student achievement and conduct if such evaluation is possible.

Activity 3.1 Determine whether the data exist to conduct such an evaluation. If so, and the decision is made to continue, carry out additional activities.

3.2 Determine whether there is identifiable impact on SAT or other achievement measures in *schools* in which the IESP is implemented.

3.2 Determine whether *students* who have received IESP services show any differential gain over students who did not receive IESP services on SAT or other achievement measures.

PROGRESS ATTAINED

YEAR 2

Quarter 2

During Quarter 1, a proposal for evaluating the IESP was developed and reported under AS01 MGT. During this quarter, the WRRC received and conducted a preliminary analysis of reading samples from the IESP schools during school year 91-92. This analysis was shared with the IESP consultants and recommendations were made for data collection during the current school year. They requested additional assistance in making some modifications and improvements in the program, but that request is pending availability of additional funds.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ consultations	_4_ SEA administrators

Quarter 3

Preliminary plans have been made for two WRRC staff members to complete Objectives 2 and 3 on further development and evaluation of the IESP in the final quarter of this contract.

Quarter 4

Due to illness and other extenuating circumstances, the May trip to Samoa was canceled. WRRC staff did conduct a preliminary analysis of performance data from school year 1992-93 and sent it to Samoa for their use.

Any unexpected and/or interim evaluation information:

The original plans for a multi-faceted evaluation of the IESP have not been realized, although the need to evaluate this program in American Samoa still exists. Analysis of the data points from IESP schools has been helpful and has led to some changes in data collection. The comparative study between non-IESP schools and IESP schools would provide even more useful information for future decision-making and it is anticipated that this will be a continuing activity.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC		**Descriptor:**	MGT
STATE/NUMBER:	AZ01	**Contact Person:**	Richard Zeller

NEED/ISSUE:

There is a need to provide implementation plans for the Arizona Technical Assistance System (AZ-TAS) and take follow-up action to the 1990 technical assistance training. SEA staff need training in the following areas: communications, systems change, technical assistance, strategic planning, training in sensitivity to multicultural plurality, and staff being change agents.

There is a need to convene staff and determine Arizona's collective future directions for the next five years in keeping with new IDEA requirements and promoting educational outcomes for America 2000 with active involvement of parents and P.A.L.S. Advisory.

Arizona needs continued assistance in training and staff development in regard to their developing and enhancing the Collaborative Compliance and Program Review (CCPR) monitoring system and evaluating the effectiveness of the process.

ACTION PLAN:

Objective 1. To facilitate strategic planning session for SEA staff by 8/92.

Activity 1.1 Identify and obtain strategic planning processes and other state strategic special education plans.

1.2 Identify a consultant to facilitate strategic planning session consistent with the needs identified by the SEA Director and staff.

1.3 Identify stakeholders and establish desired outcomes and purposes for the strategic planning session (SEA Director and staff, WRRC and consultant).

1.4 Plan the strategic planning session; including, content, process, timelines and evaluation.

1.5 Conduct the strategic planning session.

1.6 Evaluate strategic planning session.

1.7 Provide additional technical assistance as needed.

Objective 2. Develop Arizona Special Education Strategic Plan by 1/93.

Activity 2.1 Complete Arizona State Plan by 7/92.
2.2 Complete Implementation Manual (state plan, federal regulations and state statutes) by 7/92.
2.3 Draft outline of Arizona Special Education Strategic Plan (during conduct of strategic planning session).
2.4 Complete first draft of strategic plan by 8/92.
2.5 Complete second draft of strategic plan by 9/92.
2.7 Disseminate Arizona Special Education Strategic Plan by 1/93.
2.8 Provide additional technical assistance as needed.

Objective 3. Develop implementation plan for AZ-TAS by 8/92.

Activity 3.1 Develop implementation plan for AZ-TAS (follow-up to 1990 technical assistance training).
3.2 Operationalize implementation plan for AZ-TAS.
3.3 Facilitate SES staff training in communications and systems change training, and strategic planning as a means to operationalizing the AZ-TAS (ongoing).

Objective 4. To complete the Collaborative Compliance Program Review (CCPR) monitoring system and fully implement in all districts as part of technical assistance by 5/93.

Activity 4.1 Assist with the development and further enhancement of the CCPR monitoring system.
4.2 Complete draft of CCPR Implementation Manual (state plan, federal regulations and state statutes).
4.3 Identify consultant to review/edit the CCPR monitoring system and the Implementation Manual.
4.4 Evaluate (anecdotal) impact of 1990-1991 self-monitoring pilot site efforts.
4.5 Complete the CCPR Implementation Manual.
4.6 Train SES and LEA staff in new procedures.
4.7 Implement CCPR in all districts as part of technical assistance.
4.8 Disseminate best practice and quality indicators with local adaptations.
4.9 Evaluate CCPR for 1992-1993 cycle.
4.10 Provide additional technical assistance as needed.

PROGRESS ATTAINED

Quarter 1

Contact was made with the SEA Director, and the WRRC has initiated the search for strategic planning processes and other state strategic special education plans. Relevant information has already been sent to the director. Per Objective 2.1, the Arizona SEA is within their timelines for developing the new state plan.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 information search	2 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators

Quarter 2

After consultation with the Arizona SE Director, the Arizona/Utah joint staff meeting (Objective 3.3) has become a "four corners" Jobs Alike meeting. Arizona, Utah, New Mexico and Colorado will participate in the planning and conduct of this new joint venture which will be reported under a new MR TAA.

Planned for an Arizona SEA staff member to travel to Eugene on January 13-14 for the purpose of meeting with WRRC regarding the Arizona Implementation Manual (Objective 2.1) and the CCPR Implementation Manual (Objective 4.1). Per Objective 1.2, we continue to identify a consultant to facilitate the Arizona strategic planning session.

Attended and presented at the Arizona Fall Director's Institute.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
5 consultations	1 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	26 SEA administrators 270 LEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	2 SEA administrators

Quarter 3

Objective 1: The WRRC has identified five potential consultants to facilitate the Arizona strategic planning session and follow-up activities. Once the Arizona SEA provides the list of stakeholders and outcomes (Activity 1.3), the consultants will submit proposals to the WRRC and Arizona SEA. The SEA Director and planning team will choose one of the proposals. Next steps are planning and conducting the Strategic Planning Session (Activities 1.4 and 1.5). According to current projections, the timelines for Activities 1.5, 2.4, 2.5 and 2.6 have moved to Fall 1992 (rather than August).

Objective 2: Hosted visit by Arizona SEA staff member to Eugene on January 13-14 to meet with WRRC staff regarding the Arizona State Plan and Implementation Manual (Activity 2.1). At that time, the SEA staff member and WRRC staff also reviewed drafts of new Arizona rules, regulations and statutes. The WRRC has contracted with a consultant to complete the draft Arizona Rules and Regulations (Activity 2.2).

Attended Increasing Human Effectiveness Seminar with the intent of using the information and strategies to facilitate SES staff training in communications and systems change (Activity 3.3).

Activity 4.1 is being addressed in part with Arizona staff attendance at the MPRRC multiregional monitoring meeting in June of this year (Kansas City).

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
15 consultations	1 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
4 consultations	4 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	3 SEA administrators

Quarter 4

Objective 1: WRRC staff and consultants conducted a one day clarification and planning meeting with the Arizona SEA Director and key staff. The purpose of the site visit was to specifically define the strategic planning process for Arizona, facilitate the SEA staff in discussions and decision making regarding the strategic planning of the "Leadership Team," and to identify stakeholders (Activity 1.3). Following this meeting, the SEA Director will determine the feasibility of Arizona continuing with the next steps: planning and conducting the Strategic Planning Session (Activities 1.4 and 1.5). The time line changes for Activities 1.5, 2.4, 2.5 and 2.6 are still in effect.

Objective 2: Contracted consultant and completed first site visit and draft of Arizona rules and regulations. The second and last site visit as well as submission of the final Arizona Rules and regulations will take place in June (Activity 2.2).

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
11 consultations	1 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
5 consultations	1 other (consultant)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
4 consultations	2 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	3 SEA administrators

YEAR 2

Quarter 1

The AZ SEA Director determined that it was not feasible at this time for Arizona to continue with the next steps: planning and conducting the Strategic Planning Session (Activities 1.4 and 1.5). Activities 2.4, 2.5 and 2.6 are now on hold.

Objective 2: The second and last consultant site visit as well as submission of the final draft of the Arizona Rules and regulations took place in June (Activity 2.2).

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
5 consultations	1 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 other (consultant)

Quarter 2

No further activity is anticipated under this TAA.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** MON

STATE/NUMBER: AZ02 **Contact Person:** Jim Leinen

NEED/ISSUE:

Arizona has undertaken a revision of its SEA Monitoring procedures to move from a strictly compliance orientation to one of technical assistance and guidance in best practices. To this end, they wish to prepare a monitoring document (CCPR, the Comprehensive Compliance and Program Review system) which will include a District Review (DR) portion for ensuring compliance with applicable law and a Quality Program Review (QPR) portion intended to engage a state monitoring team and LEA staff in a process of program improvement.

ACTION PLAN:

***Objective* 1.** Identify RRC staff for this activity.
- ***Activity*** 1.1 Negotiate with Ken Olsen to assist with a technical review and provide input for an introductory overview piece for the document.
- 1.2 Identify WRRC staff to collaborate with Ken Olsen to meet Arizona's needs and to gain developmental benefit from Ken's expertise.

***Objective* 2.** Completion of the Arizona monitoring document.
- ***Activity*** 2.1 Complete next draft of document (2/1/93).
- 2.2 Review, edit and complete revised draft (4/1/93).
- 2.3 Complete field review of revised draft (5/1/93).
- 2.4 Review, edit and complete document (5/31/93).

PROGRESS ATTAINED

YEAR 2

Quarter 3

In December 1992, the WRRC monitoring specialist, the AZ SEA Director and Arizona's new monitoring specialist discussed by teleconference a timeline, tasks and responsibilities for completion of the revised AZ monitoring document. This activity will be coordinated by the WRRC with some technical assistance from the MSRRC. An initial draft of the revised document has been routed internally in Arizona and is currently being revised based on feedback from staff. It is anticipated that a draft will be available for RRC review in late March.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_ consultations	_3_ SEA administrators

Quarter 4

Further discussions of purpose and content of the proposed manual, as well as staffing shortages, have resulted in revised timelines for the completion of the monitoring document. The SEA has issued an RFP for completion of the document externally and is currently in the process of negotiating an agreement. The revised target date for the draft document is August, 1993. WRRC assistance is currently on hold, pending the result of Arizona's negotiations.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_ consultations	_2_ SEA administrators

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC:	WRRC	**Descriptor:**	POL
STATE/NUMBER:	AZ03	**Contact Person:**	Clay Starlin

NEED/ISSUE:

Students with disabilities in Arizona rely on schools to carry out the provisions of various applicable laws in the development and implementation of their educational programs. Recently, the SEA has completed an updating of its regulations to meet the latest of federal statute amendments. Local district personnel express a need for clear guidance in how to meet these requirements of IDEA and of Arizona statutes and regulations regarding special education programming. The SEA has expressed a need for a materials to guide local districts and SEA staff as they consider the appropriateness of LEA compliance activities and program improvement efforts. The development and implementation of an "Arizona Handbook on Special Education" could provide straight-forward, clear guidance by (1) outlining provisions of federal and state statutes relating to special education, (2) providing procedural guidance (including forms) which comply with these provisions, and (3) serving as a reference source to help SEA and LEA staff clarify their questions and problem solving efforts to ensure quality services which comply with federal and state law.

ACTION PLAN:

Objective 1. To support the development of a draft special education handbook by 3/1/93.

Activity 1.1 Have conference call with AZ SEA staff, contracted consultant and WRRC to define work scope and expectations.

1.2 WRRC contact and contracted consultant meet to distribute work load.

1.3 Meet with AZ SEA staff to go over draft document.

Objective 2. To support the development of a completed special education handbook by 4/1/93.

Activity 2.1 Incorporate revisions suggested by SEA staff

2.2 Meet with SEA director to go over completed Handbook.

2.3 Provide training to SEA and LEA staff as needed regarding implementation of Handbook.

PROGRESS ATTAINED

Quarter 3

The first draft of the Handbook was submitted for review to the AZ SEA and the WRRC. In the next quarter the consultant will meet with SEA staff and complete the second draft.

Quarter 4

The draft of the Handbook was accepted by the AZ SEA and the WRRC. Subsequent development of the Handbook will take place in the Fall.

YEAR 2

Quarter 2

WRRC staff attended two interagency meetings to design regional workshops on meeting the needs of local districts to appropriately serve students of culturally and linguistically diverse backgrounds. Expected outcomes from the first regional workshop include a five-year plan for each participating district team, and targeted areas for SEA technical assistance and training to support local plan implementation efforts.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	4 SEA administrators 3 other (IHE, multifunctional center staff)

Quarter 3

The WRRC assisted with one of the planning meetings during this quarter before the SEA requested a shift in staff focus to another area. The original objectives for this NATAP were not completed. The need for a statewide data base remains, but its ultimate form and function require further definition by special education and other state resources involved in bilingual and multicultural education and community services. The plan (Objective 2) began to take shape during the formation of the state interagency task group and its planning for the regional meetings, through some activities designed to elicit community status, strategy and need reports. WRRC staff had a concluding conversation with the meeting planner on possible materials and presenters for the upcoming regional meeting. This concludes this service.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	4 SEA administrators

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** MGT

STATE/NUMBER: OR06 **Contact Person:** Anita Pierce

NEED/ISSUE:

The SEA needs to update its long-range planning system in keeping with recent changes in general education, field demands and human resources. Such an update includes revising its mission and goals, creating new strategies for reaching those goals, and developing a management system which effectively and efficiently integrates departmental expectations and functions within the larger planning framework.

ACTION PLAN:

Objective 1. Generate mission, goals and objectives, timelines and responsibilities for the Oregon Department of Special Education.
- *Activity* 1.1 Conduct staff development activity to articulate roles, responsibilities and interactions.
- 1.2 Facilitate task group which will structure a process to develop mission and goals and long-range planning for the Department.
- 1.3 Support the entire Department staff to complete the long-range planning process.

Objective 2. Assist the Oregon Department of Special Education lead a state-level group of stakeholders through a process in which the course of special education in Oregon is set for the next several years, and from which specific activities and responsibilities are described.
- *Activity* 2.1 Interview selected Department staff to design the process and identify individual activities and responsibilities.
- 2.2 Make recommendations to the Director based on staff input.
- 2.3 Support the Department as it works to engage stakeholders and staff in development of a long-range plan.

PROGRESS ATTAINED

YEAR 2

Quarter 2

WRRC staff met with the SEA director to clarify the sequence of activities. One meeting was held with designated SEA staff to review the history of strategic planning done in the state, discuss various methods for strategic planning, and describe the critical elements and environmental factors influencing the current effort. Work is underway on a staff skills development activity which will set part of the foundation for mission and goals development within the department, and equip the staff to better manage the proposed long-term, statewide special education mission and goal-setting effort.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	8 SEA administrators

Quarter 3

Due to higher demands to respond to departmental and legislative priorities, the full activity plan (division mission and goals followed by statewide mission and goals development) was scaled back to staff development and division-level efforts to fit in the remainder of this year. These activities will establish the basis for eventual statewide effort in the SEA's next biennium.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators

Quarter 4

SEA staff participated in designing a skills workshop for new strategies for reaching departmental goals. The workshop, sponsored by the SEA, will be completed in June.

WRRC assistance completed only some of the activities under the two original objectives. SEA priority shifts and difficulty involved in finding days during which all staff were available delayed addressing the objectives. A conversation with the SEA Director confirmed the value of the initial activities, and stressed the commitment to pursue the original plan in subsequent months. Although the Director had seen and promoted the activities, the staff was not uniformly positive about their value; participating in the first phases appears (according to reports) to have been the catalyst for obtaining full staff support and commitment to finish the sequence.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference	_22_ SEA administrators

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC:	WRRC	**Descriptor:**	RES
STATE/NUMBER:	RMI01	**Contact Person:**	Shirley Coale

NEED/ISSUE:

With the passage of RMI Public Law 1991-125, The Education Act of 1991, RMI SEA needs to restructure special education to be consistent with the new law. This includes:

1) Participating in the DOE's community-based governance and school based management directions.
2) Strengthening the education of students with disabilities in the regular classroom.

ACTION PLAN:

Objective 1. Development of activity plan by 1/92.
  Activity 1.1 WRRC will work with SEA to clarify needs, goal, and objectives.
  1.2 WRRC will work with identified consultant to outline plan for activity.

Objective 2. Consultant will provide on-site consultation and document development (2/92; 3/92; and 4/92).
  Activity 2.1 Consultant, SEA, and WRRC plan travel schedule.
  2.2 Consultant provides on-site consultation.

Objective 3. WRRC, SEA, and consultant will further develop plan to build on previous work (92-93).

Objective 4. RMI SEA will observe consulting teacher model.
  Activity 4.1 WRRC will identify site using consulting teacher model and arrange for site visit by RMI staff (11/92).
  4.2 RMI staff will participate in site visit (3/93).
  4.3 RMI will meet with local staff in RMI to discuss application of consulting teacher model to all schools (5/93).
  4.4 WRRC may assist in identifying trainer for RMI to hire for summer '93 course in consulting teacher model (5/93).

PROGRESS ATTAINED

Quarter 3

Consultant worked with RMI regular and special education staff in February. Results will be reported in next Quarterly Report pending receipt of consultant's log.

Quarter 4

WRRC consultant worked with RMI SEA and DOE staff to assist them in its restructuring of special education consistent with RMI P.L. 1991-125 and relatedly, in the development of its IDEA State Plan.

FEBRUARY 1992:

Consultant met with SEA and acting DOE directors about EHA/IDEA Part B funding for FY93-95. Reviewed the State Plan requirements and agency assurances necessary to receive funds.

Met with Minister of Education and Secretary of Education to secure their commitment to FAPE and other assurances.

Worked with special education team to assist them in planning for the development of EHA/IDEA plan and remaining consultative assistance.

Revised Special Education Framework.

Met with special education staff to review state plan, RMI Education Act 1991 and EHA/IDEA and to plan for their involvement in necessary work.

MARCH 1992:

Consultant met with SEA/LEA staff to review Special Education Framework.

Reviewed draft state plan with special education coordinator.

Assisted SEA coordinator to present and discuss the State Plan at the Ministry of Education staff meeting.

Assisted in giving public notice and arranging for publicity for public hearing on state plan.

APRIL 1992:

Consultant participated in the RMI public hearing in Majuro on RMI's EHA/IDEA state plan and assisted with drafting public hearing comments.

Assisted SEA in outlining procedures for identification, evaluation, program placement, and procedural safeguards based on the state plan.

Assisted agency in planning summer workshop modules on the plan and procedures to take advantage of having all teaching and administrative staff on main atolls for summer training programs.

Met with SEA/DOE administrators to discuss the procedures and the establishment of a state advisory panel.

Any unexpected and/or interim evaluation information:

It was fortuitous that the consultant already working with RMI on legal matters and revising documents to match the RMI law was able to assist the RMI staff as they took advantage of again becoming eligible for EHA/IDEA funds. With limited education and exposure to US law [prior to 1989, RMI received funding under consolidation which had many fewer requirements], there was a great need to ensure understanding of the ramifications of developing a state plan and giving assurances for funding. This effort was folded into the already contracted work of revising local policies and procedures and developing training modules.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
9 consultations	5 SEA administrators
	4 LEA administrators
	2 parents
	5 teachers
	12 other (DOE, Ministry of ED)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (Public Hearing)	5 SEA administrators
	4 LEA administrators
	30 parents
	25 teachers
	12 other (DOE, private school, IHE)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_3_ workshop/topical mtg/conference	_2_ SEA administrators
	_1_ LEA administrators
	_16_ other (DOE, principals)

YEAR 2

Quarter 1

Training to three groups (Majuro and outer island principals and head teachers; Ebeye regular and special education staff; and special education teachers) on several modules from HI on IEPs, identification, IDEA and local law was provided by consultants and observed by WRRC staff.

Any unexpected and/or interim evaluation information:

The training modules were not adapted to use in the Marshalls. Materials were inappropriate for the participants. No efforts were made to include participants in activities. All input was in English and no discussion in Marshallese was encouraged. Four hour modules were crammed into one hour. We will not be using these consultants again.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_3_ workshop/topical mtg/conference	_2_ SEA administrators
	_4_ LEA administrators
	_12_ teachers
	_8_ other ((principals,)

Quarter 2

WRRC staff presented training to special education staff in Majuro and Ebeye on "Writing IEP Goals and Objectives" and "Using Big Books to Involve Low Performing Students in Regular Classroom Activities." In addition, teachers in both sites were involved in final night of parent meetings and participated in role plays about the IEP process.

WRRC staff provided demonstration lessons in the entry class of Rita Elementary school, modeling use of a big book to involve all students.

Any unexpected and/or interim evaluation information:

The SEA director expressed satisfaction with the training. He planned to practice and video-tape the role-plays to use as a training tool when he and his staff went to outer islands to teach about the IEP process.

The classroom teacher who hosted the demonstration had attended previous WRRC workshops at the PREL Conference in American Samoa and proudly showed off the materials she had developed from what she learned there.

TYPE OF EVENT:

2 workshop/topical mtg/conference

PEOPLE INVOLVED (#s):

2 SEA administrators
4 LEA administrators
17 teachers
24 other (students)
2 other (Principals)

Quarter 3

Training planned for regular and special education teachers in Majuro was canceled at SEA request. With still limited staff, the SEA is able only to address the initial implementation of its IDEA state plan [convening the special education advisory council, doing child find and assessment] and cannot, at this time. accommodate any additional training activities.

Quarter 4

The SEA has contracted during this past year with a consultant to continue much of the training about their law and the implementation of the state plan. This was the continuation of work begun with WRRC support over the past several years and is an example of the WRRC assistance being picked up by the SEA.

The final activities outline for WRRC/RMI involvement proved to be overly ambitious. The SEA Director and his staff were very busy doing awareness and skill training. They have programs on six of the atolls and did child-find at 21 atoll and did not have time for observing programs off-island on the consulting teacher model.

Principals and regular education administrators from RMI have been included in WRRC activities. They have indicated an interest and a need to have additional training for themselves and their staff in ways to meet the needs of their lowest performing students.

Outcome Evaluation Report

An informal needs survey was conducted by the WRRC trainer with the special education staff in Ebeye and Majuro. Their responses follow:

- Need to learn more about working with kids who are over 17 years. old.
- Need to learn to work with students who have language difficulty.
- Projects for the deaf and blind: demonstration of a phonic ear, communication devices.
- Education of the early childhood education (2 teachers).
- Education materials/procedures for various programs, mostly EMH and SMH.
- Help in all areas of teaching.
- Itinerant program.
- Everything.
- Techniques for the slow learner and hard to teach.
- How to administer new test.
- Speech (conversation and communication).
- Integrated programs.
- Writing an IEP.
- Work with kids who are really slow.
- Role of itinerant teacher and how to do it.
- How to work with kids who don't know and won't try.

In contrast to this list, the SEA has since provided training covering the Brigance and the WISC3.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** TRN

STATE/NUMBER: RMI03 **Contact Person:** Patti Barkin

NEED/ISSUE:

The Marshalls need to provide practical and occupational skills to students (including those with special needs) before they exit school following the eighth grade.

ACTION PLAN:

Objective 1. To share information relevant to the establishment of a middle school practical and occupational skills program.
  Activity 1.1 Identify exemplary programs in HI or other jurisdictions.
  1.2 Provide materials used in the exemplary programs.

Objective 2. To visit exemplary programs.
  Activity 2.1 Identify appropriate staff in RMI to make off island visits for the purpose of becoming familiar with the exemplary programs.
  2.2 Visit the programs which may include high school, middle school and/or those utilizing the teacher consultant model.

Objective 3. Plan next steps with RMI SEA.

PROGRESS ATTAINED

YEAR 2

Quarter 3

Provided curriculum and resource materials to SEA staff on secondary and transition programs for students with disabilities. WRRC staff arranged consultation with SEA and others to plan for students leaving the school setting in their early teens. Observations and meetings are scheduled for March 1993.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_ information search	_2_ SEA administrators

Quarter 4

The meetings scheduled for March in Majuro were canceled at SEA request. A visit to Oregon by the SEA director was planned for the week following the annual OSEP meeting in April.

WRRC staff identified exemplary programs and accompanied the SEA director and another staff person on a visitation to Oregon communities. High school and middle school programs where students were involved in work experience, crews and vocational training were observed. Special needs students were observed working in a myriad of positions in the high school's preschool and toddler program. The middle school cookie production and sales program, teaching all areas of job responsibilities, was another model program observed. An elementary school program, where both an integrated and pull-out model existed, provided an environment for gathering ideas on computer instruction, corrective reading materials and classroom structures.

Meetings with principals, LEA directors and the Oregon SEA director were also arranged.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ linking SEAs	_1_ SEA administrators _2_ LEA administrators _3_ Principals

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC:	WRRC	**Descriptor:**	FAM
STATE/NUMBER:	ROP01	**Contact Person:**	Shirley Coale

NEED/ISSUE:

The ROP SEA needs to continue to support the development of the Palau Parents' Network (PPN) so that parental support of their children with disabilities and for the special education program grows; parents in villages and outer islands are reached; parents will feel free to express their concerns to the administration; and community visibility and acceptance of persons with disabilities grows.

ACTION PLAN:

Objective 1. To support the PPN in conducting two annual Parent Conferences by 5/92.

Activity 1.1 WRRC staff meet with parent leaders to assist with planning.
1.2 WRRC assists with coordinating schedule with other TA agencies.
1.3 WRRC provides leadership training at conference as planned.
1.4 WRRC shares cost of conference with PPN and ROP SEA.
1.5 WRRC meets with parent leaders to evaluate conference and beginning future planning.

Objective 2. To provide support to PPN leaders in reaching additional parents by 5/93.

Activity 2.1 WRRC will meet regularly with PPN parent leaders to support efforts to reach out to other parents.
2.2 WRRC will encourage other TA agency staff to provide on-going support for parent leaders.

Objective 3. To assist PPN and ROP SEA staff to work together by 5/93.

Activity 3.1 WRRC will facilitate meeting between ROP staff and parents to explore opportunities to address concerns.
3.2 WRRC will include parents in staff training and staff in parent training.

Objective 4. To assist parents in increasing skills by 5/93.

Activity 4.1 WRRC will provide training to parents in areas of need identified by parents.

4.2 WRRC will follow-up on training to provide opportunities for parents to practice and use skills.

PROGRESS ATTAINED

Quarter 1

WRRC staff worked with the leadership of the PPN as they conducted the second annual Palau Parents' Network Conference.

WRRC staff met with the parent leaders in May to assist them set the dates and focus of the workshop. The parents had done much work in preparation for the workshop, visiting outer islands by boat to meet and personally invite parents, soliciting items from local merchants for door prizes, writing letters of invitation to speakers and following up on the letters, meeting as a planning committee to communicate progress, making flyers on the computer and putting these up all over. Although these seem like normal activities to many stateside organization members, they are all new activities to the PPN leadership.

The preliminary work paid off. Last year there were 38 in attendance at the workshop, mostly teachers. This year, there were 50 in attendance including 38 parents. Ten of these were from outer islands or villages who had no previous contact with the parent group.

WRRC facilitated two workshops which were interspersed with programs by local care providers. Local programs included: 1) a panel of care providers including special education, maternal and child health, and vocational rehabilitation, 2) a presentation about child abuse and the distribution of a directory of volunteers who would work with families or persons to prevent child abuse, and 3) a principal and teacher from Koror Elementary School describing the first year of the full inclusion program at their school.

NEC*TAS and Palau early childhood staff presented their just-finished slide presentation about Palau's early childhood program. It showed the process a family would follow from identification through service provision and starred local kids and staff.

WRRC staff provided a program about goal setting for children. This was to get everyone thinking about what they wanted for their children before they wrote the IEP. Participants worked in teams of five or six and worked with sheets of pictures that represented what they wanted for their child. After completing the collage, they presented it to the full group.

The second WRRC activity was a series of role plays done by groups of participants to illustrate their Public Law 3-9 for the education of the handicapped. Local teachers, parent leaders and community leaders served as group leaders and "directed" the role plays. It was very well done and well received.

The Conference ended with the parents meeting alone for a parent meeting. They wanted to plan follow-up so they would "keep the spirit." They set a date in October for a key Parent Leaders' meeting including several parents from outer islands. They also set an agenda for that meeting which included planning for a Thanksgiving party for families, planning a calendar of activities and planning for next year's conference. They decided to use the radio at the communication center to reach the outer islands since everyone listens to the radio.

WRRC staff had a follow-up meeting with the parent leader responsible for the TAPP experimental grant. They discussed follow-up plans for home visits to parents who had come to the conference, and how to work with the Ministry of Education to restore the Parents' Office (which has been taken over by a high school Japanese class).

Any unexpected and/or interim evaluation information:

This conference was greatly facilitated by the interagency cooperation among WRRC, NEC*TAS, and TAPP. The TAPP experimental grant provides funds for a parent leader to spend four hours a week on parent activities, and underwrote both the travel to the outer islands and the participation of outer island parents. The continuation of this grant on a quarterly basis ensures the on-going support of the group. The Parents' Conference was scheduled for the time when both WRRC and NEC*TAS staff were in Palau so they could both assist.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference	_5_ SEA administrators _7_ LEA administrators _38_ parents

Quarter 2

WRRC staff and consultant met with parent leaders to review progress and to offer individual assistance with problems. Problems ranged from managing money to talking with the regular education teacher about appropriate grading for a child with a motor disability.

WRRC staff provided information about grant writing to parent leaders to assist them in writing a TAPP PTI grant. The parents used their own group's money to get local assistance to produce the grant proposal and used expertise of parent leaders as well.

WRRC wrote a letter of support for Palau Parents' Network TAPP proposal.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	12 parents

Quarter 3

The SEA Director, a leader from Palau Parents' Network, and WRRC staff presented a workshop at the TAPP/RRC Multi-Cultural Parents' Conference in Washington, D.C. in January. After a viewing a video segment about cultural activities in Palau, a progress report on the Palau Parents' Network was given. "Of the five goals originally set in 1988, four have been accomplished!" A participatory activity with the audience allowed them to use pictures to put together a "Goal Picture for their child." This activity allows parents to visualize what they want for their child and come to a parent/professional meeting like the IEP meeting as full, contributing partners.

WRRC staff worked with the SEA director and the parent leader in Washington to plan for a March on-site training with TAPP staff on developing better parent/professional relationships.

WRRC staff worked with SEA staff and parent leaders to plan for their participation as group leaders in the March Interagency Leadership Conference in Saipan.

Any unexpected and/or interim evaluation information:

On February 10, the parent leaders of the Palau Parents' Network were notified that they had received a TAPP PTI. One parent leader said, "I can't believe it. Five years ago we were nothing. No parents would even come to a meeting. Now we [will] have a parent center with a director and we will have a real office. There are so many things I need to do. This is like everyone's dream coming true." It is gratifying to see such tangible evidence of WRRC technical assistance. It is also worth noting that this took five years to get this far, that it was a collaborative effort with several other TA agencies, and that the WRRC's role is not finished. Both the SEA and the parents have asked for continuing support from the WRRC in conference planning and in setting up an information base.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	1 SEA administrators 25 parents 5 other (TAPP staff)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 SEA administrators 1 parents

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 SEA administrators 2 parents 1 other (TAPP staff)

Quarter 4

WRRC and TAPP jointly supported a TAPP staff member on-site to work with Palau parent leaders on the negotiations for the TAPP grant and to get ready to begin the PTI project. This involved interviews with local agencies as PCAA (Palau Community Action Agency) and a private bookkeeper to identify a method for oversight of the books, the search for office space, and the purchase of a typewriter.

WRRC, NEC*TAS, and TAPP staff participated in a parent meeting held to announce the award of the grant and to hear reports from the parent team who had attended the Early Childhood Interagency Conference in Saipan. Additionally, the parents generated a list of concerns about staff training, availability of therapy, transportation, and service to outer islands. Concern was generated about the IEP process when a grandmother was asked about her child's IEP and she said someone brought a paper to her house to sign and she did. (A major portion of the upcoming Third Palau Parents' Network Conference in August will focus on IEPs.)

WRRC staff met with parent leaders in May to review their plans for the August Conference. Following the Saipan meeting, representatives from all agencies had met and agreed to ask the President of Palau to declare the week of August 9-15 National Week of the Disabled. In addition to the two day conference, a third day for Handicapped Awareness has been planned. Members of the planning committee are soliciting help from local businesses and legislators.

Any unexpected and/or interim evaluation information:

Following the parent meeting, several of the parent leaders agreed to meet with the SEA director, share their concerns and offer him their support, which they did. Whether this was the impetus or whether the process was already on-going, efforts were renewed to free-up funds for summer training on-island for staff.

The parent training was originally planned as a way to bring parents and teachers together. But somewhere in the process the teachers either did not receive a notice from the director or had conflicts or chose not to attend. Only early childhood and HeadStart staff attended. Although special education staff of school aged children say they want to work with parents and are displeased when they are not included, it is proving difficult to bring them to meetings. This is under discussion and other strategies will be explored.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	1 SEA administrators
	3 parents
	3 other (local business, PCAA)

30

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	25 parents 3 teachers 4 other (other TA, HeadStart)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	1 SEA administrators 5 parents

YEAR 2

Quarter 2

WRRC staff met with an ROP parent whose child is at Shriner's in HI. Provided information and support for the parent and child, and consulted with the Shriner's-based teacher.

When WRRC staff were on-island to work with secondary/transition staff, they also met with parents of secondary students and parent leaders to discuss secondary and transition issues and outline possible parent activities.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 parents 3 other (Shriner's)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	6 parents

Quarter 3

WRRC staff assisted Palau Parent Network PTI staff in conducting a training workshop which included activities in communication skills and record keeping.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	18 parents

Quarter 4

The Palau Parent Network (PPN) supported their director to attend the TAPP Western Regional Parent Conference in Billings, Montana. She worked with the WRRC and other Pacific parent leaders to present a workshop. Her experience and leadership were invaluable in integrating new parent leaders into the conference as a whole. Additionally, this director attended the Pacific Basin Interagency Conference in Pohnpei in March and assisted the WRRC in facilitating parent activities there. She is seen throughout the region as a leader of parent activities.

Now that they are funded by TAPP as a PTI center, the parents of Palau do not request financial support from the WRRC. They have asked for occasional support from staff and consultants when on island for other activities. Using these people as resources enriches what the PPN is able to offer the parents in the way of training and information.

The Palau SEA has requested continuing WRRC support of the PPN's Annual August conference. However, where this support used to be major planning and logistics as well as conducting the conference, it is now only in conjunction with other work on the island and as one part of the conference, not as the guiding force. It is rewarding to work our way out of a job.

Any unexpected and/or interim evaluation information:

Palau SEA supported an additional parent to attend the Pacific Basin Interagency Conference in Pohnpei in March.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 workshop/topical mtg/conference	1 SEA administrators 3 LEA administrators 65 parents

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** RES

STATE/NUMBER: ROP02 **Contact Person:** Shirley Coale

NEED/ISSUE:

ROP SEA, in order to implement PL 3-9, the Programs and Services for the Handicapped Act, needs:

(1) Assistance in the implementation of the Special Education Improvement Plan, specifically:
  a) Training of regular education teachers and principals in LRE and RPPL 3-9.
  b) Consultative assistance in the implementation of the Special Education Handbook.

ACTION PLAN:

Objective 1. To provide training will be provided to principals and regular education teachers re: LRE and RP-PL 3-9.

Activity 1.1 Staff will review previous training with SEA and plan next steps by 8/91 and 8/92.
1.2 Staff will work with principals to plan appropriate training by 8/91 and 8/92.
1.3 Staff provides training as planned.
1.4 Staff will work with ROP staff to increase their ability to provide on-island training (on going).
1.5 Training will be presented to remote villages by 5/93.

Objective 2. To provide assistance in implementing the Palau Special Education Handbook by 11/91.

Activity 2.1 Staff will review Special Education Handbook and offer comments by 9/91.
2.2 WRRC will hire consultant to begin assistance to implementation plan by 10/91.
2.3 ROP SEA will continue employment of consultant for implementation plan.

Objective 3. ROP SEA will visit and observe AS's IESP and staff development programs.

Activity 3.1 WRRC will work with AS and ROP SEAs to coordinate site visit (10/92).

3.2 Site visit will occur 11/92:

a) To observe programs where mildly handicapped students are in regular classrooms and special education teachers team-teach with regular teacher to provide services.

b) To meet local special education supervisors and trainers and observe how their training model works.

c) To meet with special education administrators and discuss common concerns about serving remote schools.

3.3 WRRC will meet with ROP staff to discuss applications of IESP model to ROP (2/93).

PROGRESS ATTAINED

Quarter 1

WRRC staff met with Palau administrative staff in Majuro at the Pacific Regional Education Laboratory (PREL) conference in July and made plans for a workshop with teachers at a village school in Palau.

Because the staff of the Aimelik village school were on leave prior to starting school, the planned workshop did not take place. Instead, principals from two town schools whose staff had previously participated in WRRC-sponsored workshops offered their staff the option of attending a two-day workshop about "Using literature books to improve reading and language arts skills." Ten teachers gave up vacation and preparation time to attend. One said, "I learn so much from these workshops, that I couldn't not come."

The interactive workshop used 100 books donated by Scholastic Publishers from their Bridges series. Activities used the books in teacher read-aloud, oral reading, group reading, dramatization, and art work. Emphasis was placed on ways to involve children with disabilities and low performing students in the learning process. Participants worked in small cooperative learning groups to develop presentations to the group on how to use particular books. Examples were exchanged about ways to incorporate other curriculum areas through the use of books.

WRRC staff also met with principals whose staff had participated in previous workshops and who had been at the parent conference. They felt that the role plays about the law were good because they taught parents and others ways to access services. One principal said a parent came up during the training to tell him about a daughter who was paralyzed and now ready for school. He has arranged to make a home visit and assist the parent in getting services. He also said that the cooperative learning training fits in very well with the team teaching he is trying to do. Several teachers are already working with groups. Although many still work 1-to-1 or 1 to whole class, he thinks they are only afraid. He will try to use other teachers as models. Children from the resource room are part of regular classrooms and are included in cooperative learning groups.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	1 LEA administrators 10 teachers

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	2 LEA administrators 3 teachers

Quarter 2

Responded to a request from a special education resource room teacher for materials and assistance to help two hearing impaired students. Located video-tape sign language material and books that could be used with regular education students as well to involve them with the two hearing impaired students.

Met on-island with two principals and, at their request, reviewed school improvement grants they had prepared with PREL. Made suggestions for how low-performing students and students at risk could be included.

Responded to a request from a regular education teacher who had attended a mainstreaming workshop. Located materials for assisting in English and related language arts areas in cooperative learning so that all students will be included.

Any unexpected and/or interim evaluation information:

Feedback from both regular and special education teachers who have attended workshops indicates that they have tried to include low-performing students, but aside from specific materials presented in workshops, they lack skills and resources. They are still trying and asking for assistance. There is not, currently, expertise on island to move them beyond where they are. Most of these staff have only 3-year certificates or a BA in areas other than education. In the August workshop, there were four elementary teachers who had no idea how to teach reading. Specific, practical training is showing results, but it seems so little. They want and need a course: concentrated training during summer vacation. The government has concentrated on getting courses to complete degrees, but not necessarily to teach skills.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_3_ consultations	_2_ LEA administrators _3_ teachers

Outcome Evaluation Report

"Improving Reading and Language Skills for All Students Workshop," 8/91.

Summary of Evaluation Methodology: The workshop had three goals for the audience: 1) practice cooperative learning strategies; 2) learn three new activities/skills to use with students; and 3) actively participate in the workshop. In addition to trainer observation, participants were asked to provide feedback immediately following the workshop. Four questions were posed on skills learned and anticipated use, next needs, and workshop improvements.

Evaluation Results: Nine participants completed the end of workshop evaluation. The workshop goals were reported met by both trainer and from the lists of new activities and implementation plans submitted by the audience. Recommendations for improvements included "more time" (several respondents), "more materials," "practice with students," and "offer to more (male) teachers."

Quarter 3

Consultant worked on-site with SEA, DOE, and parent leaders to initiate training on Special Education Handbook. With the use of Part D moneys, training will be provided throughout the year to staff focusing on specific competencies identified in the Handbook.

WRRC staff worked with SEA staff and the principal from Meyuns Elementary School to plan for week long inservice for staff during March intersession break (Meyuns is a 12 month school with four 3-week intersessions). WRRC staff assisted with identifying materials which were then ordered by Meyuns school. WRRC staff also recruited a Scholastic representative from Hong Kong who will travel at company expense to Palau to assist with the training and provide free sample materials to use during training.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	3 SEA administrators
	6 parents
	4 teachers
	4 other (DOE staff)

YEAR 2

Quarter 2

WRRC staff and SEA director traveled to American Samoa to observe their Intensive Educational Support Program (IESP). This program, whose development has been supported by the WRRC, allows special education staff to work with the lowest performing students in every classroom without removing them. Only those students who are unable to sufficiently benefit from this in-class assistance are referred for more extensive special education. After an explanation of the program by LEA staff, visits were made to seven schools and many classrooms. The ROP SEA director was impressed and wants to work with AS and the WRRC to replicate the program in Palau.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (program visit)	3 SEA administrators
	5 LEA administrators
	19 teachers

Quarter 3

WRRC staff traveled to Melekeok village in Palau to observe schools and to present a six hour workshop on "Implementing IEPs and Teaching Low Performing Students in Regular Classrooms." Melekeok elementary school has only 41 students in seven grades. Class size ranges from two to ten students per grade. Special Education staff had worked with school staff to identify and develop IEPs for three students who are in the first, second and fourth grades.

Students were observed in classrooms for two days and WRRC staff provided consultation about their programs. The Palauan elementary supervisor traveled with WRRC staff and observed the training. Interest was expressed in making similar training available to all teachers.

The workshop was designed to teach classroom management skills and teaching strategies which teachers could use to meet the IEP goals for students and include them fully with the other students. Teachers from Ngeshar, a neighboring village, came over each day by boat after school to attend the workshop. Teachers from a third village were unable to attend because the tide wasn't right to get the boat in and out in daylight.

Any unexpected and/or interim evaluation information:

There seems to be a high level of cooperation between regular and special education administrators who share the vision of helping all kids in regular schools. Teachers may support this vision, but they are woefully under trained. If anything, village teachers have fewer resources than those in town and have had less training as well. It was observed that they had mainland textbooks and teacher guides in science, for example, which they appeared to follow without any awareness that the material was much too advanced for the students.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	2 LEA administrators
	14 teachers
	2 other [principal, reg. ed admin]

Quarter 4

WRRC staff worked with SEA and regular education administrators to identify appropriate U of Guam course for summer school that would give regular education teachers skills in classroom management, behavior management and adaptation of materials for low performing schools. WRRC staff met with U of Guam staff about needs and possible matches. At a result, a special education teacher from University of Guam will offer the course in Palau this summer.

Many regular school teachers have not had education training in general and almost none of them have any special education training. The SEA director has recognized that under these conditions it is unrealistic to expect them to incorporate the lowest performing students into their classrooms. To overcome this, he has requested that training be offered to them. This activity has been integrally tied to the SEA director's work to involve regular administrators in meeting the needs of children with disabilities. The training has proceeded on a school by school basis with growing requests for additional training.

A child-find is being conducted in Palau this summer under their newly written IDEA state plan. To serve students identified under this plan, the SEA had hired an additional six staff. The SEA has also requested that the WRRC continue to provide village based training for regular education staff. This is necessary because the village schools are too small to justify supporting an additional teacher specifically for special education. The WRRC has been working with the SEA to co-train with a supervisory staff member who could continue the training. But the person involved previously was offered a better job by another government department and has left special education. Two teachers have been made supervisors and the SEA requests that they be involved in the next rounds of training so they can do follow-up.

Any unexpected and/or interim evaluation information:

Correspondence was received from one of the teachers from Melekeok training. She reported using techniques from the workshop and requested help in securing additional materials to work with all her students. She is a former Peace Corp volunteer who married and remained to raise a family in Palau. She is trained as a geologic engineer but she teaches 5th and 7th grade English and 7 grade general studies.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	1 SEA administrators 2 LEA administrators 3 teachers 2 other (U of Guam, Reg. Ed.)

Outcome Evaluation Report

Teachers attending the training at Melekeok Village school were asked to evaluate the workshop. Of 14 in attendance, 11 turned in evaluation forms.

In response to the questions "What are three skills or activities you learned?" the following responses were given: How to write directions on the board for students, how to teach slow learners, how important structure is for students, tell/repeat/ask/additional instruction, story mapping, identifying kids that need help, peer tutoring.

In response to the question "What do you want to learn next?" some responses were: Different activities for different subjects, how students can behave in class, how to get community strongly involved, more emphasis on kids with more serious disabilities, how to teach children who are deaf and blind, more activities to do in the classroom, and more strategies for kids who are slow in math.

When asked "What should change to make a better workshop?" the replies included: extend the time, visit special ed kids and see how they learn, make a long time to attend the workshop, next time have more materials to use in school, how to involve special ed kids in games, learn some sign language next time, have it in Koror during the summer, trainer to observe in classroom and discuss in workshop, conduct during school break for longer time.

These responses were typical of the ones received following similar training conducted in the town schools. These were discussed with the special education director and the regular education field supervisor who attended the workshop. Out of these discussions came the decision to offer a University of Guam course in Koror during the summer for regular and special education teachers to learn classroom management and curriculum modification skills.

A teacher wrote to the WRRC trainer after the workshop and reported that the training inspired her. She had used the magic spelling squares and adapted the positive classroom rules to replace the list of "You shall not..." rules she had before.

Both the expansion of teacher training to the village sites and the collaboration with regular education supervisors were positive moves under this activity. Additionally, the support of regular education in supporting a summer school class shows the commitment to serving the lowest performing students in regular classrooms.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** ECH

STATE/NUMBER: ROP03 **Contact Person:** Shirley Coale

NEED/ISSUE:

ROP SEA needs to enhance the skills of its ECH staff to ensure quality service to young children in villages/homes.

ACTION PLAN:

Objective 1. On-going support of ECH staff is planned by 12/91 and 12/92.
- *Activity* 1.1 WRRC, NEC*TAS, and SEA confer about needs.
- 1.2 WRRC and NEC*TAS plan technical assistance with review by ROP SEA.

Objective 2. On-site training and support is provided by 4/92 and 4/93.
- *Activity* 2.1 With NEC*TAS, WRRC supports consultant travel to ROP.
- 2.2 Consultant works with ECH staff.
  - 2.2.1 Consultant provides on-site modeling of in-home data collection.
  - 2.2.2 Consultant provides on-site modeling of providing feedback to parents during home visits.
  - 2.2.3 Consultant provides support to ECH staff in facilitating processing of newly referred children.
- 2.3 Consultant provides report and plans for continued follow-up.

PROGRESS ATTAINED

Quarter 3

Received report from NEC*TAS staff who worked in Palau in December and February. WRRC and NEC*TAS staff began planning for joint consultation in Palau in March. Theme will be "Transitioning from Early Childhood" and will include a workshop for parents, ECH staff, HeadStart Staff, first grade teachers and special education staff.

Worked with SEA and parent leader at TAPP/RRC meeting in January to arrange for on-site preparation and training publicity.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators
	2 parents
	2 teachers

Quarter 4

WRRC supported travel and on-island expenses for NEC*TAS staff to present transition training for special and regular education staff and parents. The two day training was attended by teams of parent, regular education staff or HeadStart staff who will be receiving children this fall, special education staff who currently work with children, and support staff (MCH, speech, hospital based therapy). Video-tapes of specific children were used to illustrate potential concerns and solutions. Participants worked in teams to come up with solutions and presented these to the entire group.

NEC*TAS staff participated in parent meeting which reported on Early Childhood Interagency Conference in Saipan and explored parents' concerns.

Any unexpected and/or interim evaluation information:

This was an excellent example of working with regular and special education staff together and with teachers and parents together. It was not an open invitation workshop; rather, specifically designated teams were selected and individually invited. At the workshop, teams worked together. Early Childhood staff work more closely with families since most of their intervention is in the home, but this model might be adapted to involve more regular education teachers with parents in training.

This was also a good example of extending resources through TA agencies cooperating. NEC*TAS did not have a budget to support the trip but they did supply the staff member and the materials for the workshop. With WRRC support for travel and per-diem expenses, a needed workshop could be provided that would not have happened otherwise.

During the last visit by a consultant, jointly sponsored by the WRRC and NEC*TAS, the video describing Palau's early childhood program was presented in final form. HeadStart, Department of Health and the Division of Special Education staff met with the consultant to discuss further strategies for serving young children with disabilities and their families. These three agencies have been conducting monthly meetings and jointly reviewing children. The SEA Director noted that the connections among these agencies are critical to identify children appropriately and get them into the system early. Recently a child using a wheelchair was successfully transitioned from HeadStart to first grade in a regular classroom. "The specialist shadowed the child for a while, but now the regular classroom teacher can do it all."

Resources are increasing, which in turn will improve services. Special Education will get its own boat for serving the outer islands, and is hiring additional staff.

TYPE OF EVENT:

1 workshop/topical mtg/conference

PEOPLE INVOLVED (#s):

8 parents
12 teachers
2 related serv pers
4 other (HeadStart)

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** MGT

STATE/NUMBER: ROP04 **Contact Person:** Shirley Coale

NEED/ISSUE:

The SEA wishes to improve its office management skills, improve the capacity of its staff to utilize advanced technology, and access current information from a variety of sources.

ROP SEA needs to learn how to write a state plan so that there can be closer scrutiny of appropriate expenditure of funds and delivery of services to students with disabilities.

ACTION PLAN:

Objective 1. SEA's office staff will receive training in office skills, information access, and organization (on hold until 1994).
  Activity 1.1 SEA's secretary will do two week "inservice" at WRRC office.
  1.2 WRRC Information Services staff will follow-up and work with secretary in Palau to assist in implementing organization system.

Objective 2. SEA Director will develop draft state plan (1/93).
  Activity 2.1 WRRC will provide SEA with current copy of AS state plan and SEA will work on beginning draft for Palau.
  2.2 SEA Director works with WRRC to write state plan.
  2.3 SEA reviews and revises state plan.

Objective 3. SEA will submit ROP State Plan submitted to OSEP (4/93 and 6/93).
  Activity 3.1 ROP submits draft plan to OSEP for review prior to OSEP Spring meeting.
  3.2 ROP submits final state plan to OSEP prior to 7/1/93.

Objective 4. SEA staff and supervisors will receive beginning training in using the Macintosh Computer (to be scheduled when the computers are acquired in Palau).

PROGRESS ATTAINED

YEAR 2

Quarter 3

WRRC staff and SEA Director met with OSEP staff in Washington, D.C., while attending NEC*TAS and TAPP meetings, to discuss plans for Palau's development of a state plan, requirements, timelines, etc.

SEA Director was assisted by WRRC staff as he worked in Eugene writing the first draft of Palau's Part B State Plan (see also MU03 MGT).

WRRC staff worked with SEA Director and Data Management staff to develop plan and timeline for Child/Find activities and described in the new state plan.

Any unexpected and/or interim evaluation information:

Working in the WRRC office gave the SEA director the opportunity to work with a wide range of WRRC staff and benefit by various staff's expertise. The WRRC staff were able to get to know him better which increased their understanding of the culture of the Pacific. In addition to the state plan, the SEA director also consulted about other areas including: secondary/transition, child identification, early childhood, and communication disorders training. He was also able to meet with staff from the Oregon State Schools for the Deaf and Blind and make arrangements for a spring practicum for one of his staff. Much more was accomplished during this visit than would have been possible had a consultant or a single staff member gone to Palau to provide assistance.

Quarter 4

While at the annual OSEP meeting in Washington, D.C. the Palau SEA director and WRRC staff met to discuss Palau's new IDEA State Plan and the timeline for submission. Additionally, the WRRC is assisting in the preparation of the checklist to accompany the state plan.

The development of a state plan, enabling ROP special education to pull out of consolidation, is the fruition of a long-range plan by the SEA Director. To that end, he has worked closely with the regular education administrators and the Ministry of Education to garner their needed support. WRRC has assisted in building this awareness.

Under the state plan, specific activities related to child-find and to expansion of staff to meet the additional student load and variety of disabilities are outlined. These had not previously been included under consolidation or in PL 3-9, Palau's Special Education Act. The state plan gives greater direction to special education and provides more control over activities related to education of children with disabilities.

The SEA has requested specific assistance in implementing the state plan. With the completion of the new special education building and the implementation of the plan, the SEA has requested WRRC assistance in training administrators (regular education and other governmental agencies) about the plan and their responsibilities. This would include training beyond IDEA to include accessibility issues, 504 issues, and other obligations under the law. The planned activities related to staff development are discussed elsewhere.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators 1 LEA administrators

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC | **Descriptor:** FIN

STATE/NUMBER: WA01 | **Contact Person:** Richard Zeller

NEED/ISSUE:

Needs a "safety net" for their funding system which ensures that LEAs are reimbursed when the full cost of providing FAPE goes beyond the funding provided through the regular finance formula for special education.

Needs to respond to legislative mandate (to create such a safety net, subject to certain conditions).

ACTION PLAN:

Objective 1. To complete study design by 9/91.
- *Activity* 1.1 Provide assistance to WA OSPI in conceptualizing design by 8/8.
- 1.2 Participate in first Advisory Committee meeting 8/23.
- 1.3 Prepare study design draft for Advisory Review 9/12.
- 1.4 Conduct second Advisory meeting to finalize study design 9/30.

Objective 2. To complete study of special education costs in WA.
- *Activity* 2.1 Assigned ESD staff collect local data by 11/1.
- 2.2 WRRC completes collection of national comparative data by 11/1.
- 2.3 OSPI and WRRC complete analysis of WA state level data by 11/1.

Objective 3.. To prepare report for legislature.
- *Activity* 3.1 Complete first analysis of local data; outline report by 11/8.
- 3.2 Conduct Advisory Committee review by 11/14.
- 3.3 Complete first draft of report and send to Advisory members by 12/1.
- 3.4 Conduct fourth Advisory Meeting by 12/10.
- 3.5 Complete Final report and obtain OSPI approval by 12/20.
- 3.6 Complete printing of final report by 1/6/92.

3.7 Conduct fifth Advisory Meeting to plan legislative strategy by 1/7.
3.8 Submit report to Legislature by 1/10.

PROGRESS ATTAINED

Quarter 1

June 27-28: WRRC staff and consultant provided on-site TA to OSPI to begin design of the finance study. Worked with special education director and staff from OSPI to gather information about existing system, extant data sources, legal and legislative history of the funding problems at issue, and to plan activities (reflected in activity schedule above) to complete study and recommend procedures for providing funding "relief" to eligible LEAs.

July: Prepared first recommendation for study design to include local, state and national analyses of special education funding. On July 31 and August 1, reviewed these proposals with OSPI staff and prepared for the first Washington Finance Study Advisory Committee meeting.

August 13: Met with Advisory Committee and gathered suggestions for design, particularly for the local district level analysis. August 22-23: At OSPI, collected computer data files for state level analysis. WRRC consultant and staff worked with OSPI staff to finalize basic study design and prepare for second Advisory Committee meeting to be held in September.

TYPE OF EVENT: (6/27-28)	PEOPLE INVOLVED (#s):
_1_ consultations	_6_ SEA administrators

TYPE OF EVENT: (8/13)	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference	_4_ SEA administrators _12_ LEA administrators

TYPE OF EVENT: (8/22-23)	PEOPLE INVOLVED (#s):
_1_ consultations	_6_ SEA administrators

Quarter 2

September: Assisted OSPI staff to prepare a protocol for use in gathering data on revenue and expenditure patterns in a sample local districts. The protocol was reviewed by representatives of several school districts for relevance and ease of administration. It was prepared in both paper and electronic forms for use by Educational Service District staff and local district personnel to detail a how the costs of providing special education resulted in either over or under expenditure. A sample of 22 districts was selected, including large and small districts, over and under expending districts, and one rural cooperative program. ESD staff were trained in late September to administer the protocol.

October: ESD staff administered the protocol to the sample districts and submitted the data on computer disk to OSPI. The WRRC completed development of an integrated state data base including information by district on general and special education enrollment, district demography, revenue and expenditure under state programs, and facilities use.

November: Final data from the protocols was assembled by OSPI and reviewed by OSPI staff and the WRRC. Variability in accounting practices, district philosophy with regard to special education programming, and personnel management practices were found to mask the costs associated with student needs and the cost of providing programs. Of the over expenditures identified in sample districts, about one-fourth was estimated to be the direct result of student need. Draft standards and procedures for the application of a "safety net" funding mechanism were developed.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
4 consultations	10 SEA administrators 2 LEA administrators

Quarter 3

Draft report was prepared by the WRRC and OSPI staff and reviewed by the Safety Net Advisory Committee in early December. The report included findings from the state and local data analyses, a review of relevant national data, a proposed set of standards and procedures for a "safety net," and recommendations for implementation. The Advisory review focused primarily on the standards and procedures and the implementation recommendation. Based on that input, a final report was prepared by the WRRC and submitted in photo-ready form to OSPI. An initial printing by OSPI provided sufficient copies for distribution to WA LEAs, ESDs, advocacy groups and the legislature. In addition to the report, the WRRC prepared a complete set of all data used in the analyses. Copies of the report were also distributed to other SEAs in Region 6 and RRCs.

In early February the WA Director of Special Education, the Assistant Superintendent, the WRRC Director, and a representative of the advisory committee went before the Washington house committee on educational appropriations. Local school personnel and advocacy groups also provided supporting testimony. At this time the WA legislature faces a budget deficit for the coming biennium of slightly less than $1 billion and is considering action on the Safety Net Proposal.

No additional work on this TAA is expected beyond tracking legislative action on the proposal and TAA evaluation.

Quarter 4

Although the response to the report (by advocates, school districts, and legislators) was supportive, no action was taken by the Washington Legislature on the Safety Net proposal contained in the report. The State faces a substantial projected deficit for 1992-93. As a result, no increases were forthcoming in special education funding, and no action was taken on the report's recommendations.

The report was referred, however, to an interim legislative committee for consideration during next year's legislative session. The interim committee to which the report was first assigned was that on Public Health and Safety. Apparently, the "Safety Net" in the report title was read by the clerk who sorted the bills for assignment to the committees as having something to do with school bus restraints for special education students. It thus was assigned in to the committee along with other bills and reports relating to seat belt laws for school buses. It was subsequently referred to the interim Finance Committee at the request of the SEA.

Tracking legislative action on the proposal and evaluation of this TAA will continue.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC:	WRRC	**Descriptor:**	MON
STATE/NUMBER:	WA02	**Contact Person:**	Jim Leinen

NEED/ISSUE:

Washington SEA wishes to improve the effectiveness of its monitoring function by developing a set of sample procedures and/or forms to assist LEAs in meeting federal and state requirements. These forms need to be developed concomitantly with regulatory revisions and state plan changes.

ACTION PLAN:

Objective 1. Work with the SEA to develop a set of draft forms and/or procedures.

Activity 1.1 Meet with SEA staff for initial discussion(s) of needs, activities to be completed, and proposed timelines (4/92).

1.2 Establish Advisory group for project and schedule initial meeting (4/92).

1.3 Present initial plan proposal to Advisory group and gather feedback (5/92).

1.4 Review existing forms, procedures, handbooks from other states (AK/Idaho/etc.) (5-6/92).

1.5 Develop mechanisms for field input (6/92).

1.6 Develop and approve forms/procedures for field testing (6-7-8/92).

1.7 Make proposed forms/procedures available for field testing during 1992-93 school year (by 9/92).

PROGRESS ATTAINED

Quarter 3

The Washington SEA would like to have a set of sample forms and instructions available for LEA adoption for the 1992-93 school year. During the quarter, WRRC staff met with SEA staff for initial discussions of the project and to establish a work plan and timelines. A statewide advisory group representing all major stakeholders was established and an initial meeting was held on May 27,

1992. A work plan has been adopted and various examples of standard forms are currently being reviewed and rated. A second advisory group meeting is planned for July 8, 1992, when a set of forms and related instructions will be proposed for review.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	3 SEA administrators
	21 LEA administrators
	4 parents

YEAR 2

Quarter 1

Various examples of standard forms were mailed to the advisory group, reviewed and rated in late June. These ratings were then compiled and analyzed by WA SEA staff and a proposed set of revised forms were presented at the second advisory group meeting on July 8, 1992. Working groups at this meeting further reviewed and revised the proposed forms. WRRC and WA SEA project staff met for two days in August to develop a final draft set of forms and related instructions. This final draft set is currently being produced for presentation to the advisory committee in mid-September. Distribution of a final set of forms to Washington LEAs is planned for late September.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (advisory group meeting)	3 SEA administrators
	12 LEA administrators
	3 parents

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	3 SEA administrators

Quarter 2

A final draft set of the standardized forms and instructions was completed in late September; reviewed by the SEA Advisory Committee and other SEA staff during October; 1000 copies were distributed statewide (ESDs, LEAs, parent and *advocacy groups, other stakeholders)* in early November. A feedback form has been included in each packet with a return date of January 1, 1993. SEA and WRRC project staff will review comments received from the field in late January to determine needed revisions to the forms.

Any unexpected and/or interim evaluation information:

Initial feedback from the field has been quite positive with early returns of the comment form reinforcing verbal feedback to SEA staff. This initial feedback suggests that needed revisions to the forms may be minor.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 publication product	1000 other (copies distributed statewide to a variety of stakeholders)

Quarter 3

Collection of feedback on the statewide forms continued through January 1993. This feedback is currently being analyzed to identify potential revisions before finalizing the forms for the 1993-94 school year. Initial analysis of the comments indicates that the forms have been well received. A proposed meeting of the project advisory committee is being planned for April 1993.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	1 SEA administrators

Quarter 4

Feedback from the field was analyzed and compiled by the SEA and presented to the Statewide Advisory Committee at a meeting on May 5, 1993. Feedback from this meeting is being incorporated along with the previous field input and a final set of forms is planned for completion and statewide distribution by September 1, 1993. These forms may be adopted for use by local districts on a voluntary basis beginning with the 1993-94 school year.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_consultations	_1_SEA administrators

Outcome Evaluation: Support to SEA to revise LEA forms and procedures.

Evaluation Methodology: A phone interview was conducted with the SEA staff contact for this assistance. Questions had been selected at the time the NATAP was negotiated, and opportunities were given for more open-ended responses. In addition, the WRRC staff person serving on the state task group provided ongoing feedback during the progress of the activity, included here as well. Information from these sources was gathered on the assistance and its effects, its current status and intended next steps.

Evaluation Results: What actually occurred was quite different from what was expected from this assistance: it was not successful to ". . . just hand it to staff and expect it done. . . . In the future, we need to . . . ensure ownership from all people who will be affected." The document which the SEA hoped could be developed and given to staff and the field actually required quite a bit of input and revision to make it acceptable. "Some things we have to do by ourselves to do it best." In the course of Center progress reviews, as the work took on a larger scope because of the need to receive SEA staff and field reactions, WRRC staff had also discussed how to shift from independently developing a product integral to the daily work of an SEA and its constituents to helping the SEA include stakeholders in the process.

Underscoring the value of this approach, the SEA staff member commented on the overwhelming response they received asking people to review the forms and procedures. "We were surprised, lots of classroom level people got involved, spent a lot of time . . . . [They became a] topic for staff policy discussions at OSPI. [W]e found out more about how people thought the system worked and generated some more staff training to address that."

The timeline for completion has been extended to accommodate the additional input, and is currently under field and staff review for a second printing in the fall which will be "final but subject to continuous review."
Next steps include investigating computer forms: the SEA staff commented "people want to fill stuff out . . . disappointed that they are not computer interactive and able to move information among linked cells.

Comments: Both the WRRC and the SEA gained insight into how to approach such an activity. For example, the SEA staff would "spend more time on work scope, action plan, who does what. Use WRRC links to first request samples from other states. . . ." The WRRC would similarly spend more time in the planning stages, working toward a more realistic distribution of functions.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** RES

STATE/NUMBER: WA03 **Contact Person:** Clay Starlin

NEED/ISSUE:

Need to develop more instructionally relevant procedures for identifying students with learning disabilities.

Need to develop district model programs that implement instructionally relevant identification procedures.

Need to develop means to grant waivers from state rules for model demonstration sites.

Need to revise state regulations to accommodate improved practices identified through model programs.

ACTION PLAN:

Objective 1. Develop new eligibility regulations for learning disability area by 7/92.

Activity 1.1 Develop stimulus paper.
1.2 Meet with SEA Director and staff to discuss stimulus paper.
1.3 Revise paper.
1.4 Get field input regarding revision proposal.
1.5 Complete document to be submitted through state regulatory system.

Objective 2. Design and develop software program to facilitate the summary and analysis of screening, assessment and on-going progress monitoring information by 5/93.

Activity 2.1 Develop "design paper" detailing the components to be included in software program.
2.2 Discuss paper with SEA Director and staff.
2.3 Identify district(s) to work with and discuss proposal with district decision makers.
2.4 Review existing software systems.
2.5 Contact potential sub-contractor (possibly gratis support through IBM or Apple).

PROGRESS ATTAINED

Quarter 3

Drafted two stimulus papers: (1) Revising Special Education Eligibility Criteria and (2) Designing a Computer Management System to Accommodate Student Performance and Learning Information. Met with SEA staff in Olympia to discuss papers and plan next steps. Identified a school district for a pilot site on developing the computer program and drafted a preliminary new learning disability definition.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ consultations	_3_ SEA administrators

Quarter 4

Revised "Designing a Computer Management System to Accommodate Student Performance and Learning Information." The plan is to identify a local district to be a pilot site in implementing the design. However, a couple false starts have slowed down locating a desired site.

YEAR 2

Quarter 2

Due to difficulties locating a desired site and a need to increase efforts in others areas (monitoring and regulatory review), this concludes activity under this NATAP.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** MGT

STATE/NUMBER: WA04 **Contact Person:** Jim Leinen

NEED/ISSUE:

The Washington Office of the Superintendent of Public Instruction (OSPI) is preparing to undertake a comprehensive review of the State's existing regulations governing the provision of special education and related services. The purpose of this review is to identify Washington statutes that are inconsistent with, or unnecessarily exceed federal requirements. The goals are 1) more consistency with federal regulations and 2) increased regulatory flexibility at the school building and district levels.

ACTION PLAN:

Objective 1. Complete a Comparative Review of WA State and Federal special education and related regulations.

Activity 1.1 Establish Advisory Committee by 8/1/92.

1.2 Identify contractor and reach agreement between WA SEA, and WRRC on contract obligations by 9/30/92.

1.3 Meet with Advisory Committee to approve project timelines and tasks by 10/8/92.

1.4 Provide consultation, support conduct of regulatory review and preparation of the final report by 7/31/93; WRRC support through 5/31/93.

PROGRESS ATTAINED

YEAR 2

Quarter 2

During June 1992, potential advisory group members representing various constituencies (parents, teachers, advocates, administrators, others) were contacted and invited to attend an initial meeting of the regulatory review project at the SeaTac Red Lion on June 25, 1992. From this meeting a work plan was adopted and commitments and suggestions for advisory group membership secured. A steering committee was also established to monitor the ongoing work of the project and report back to the larger group.

On October 9, 1992, the first meeting of the steering committee was held and a detailed work plan was presented by the consultant group. This work plan will be in three steps: 1) regulatory changes required as a result of State Plan submission will be addressed first; 2) changes required by the new IDEA regulations will be addressed next; and 3) other regulatory comparisons and recommendations will complete the final stage of the review. WRRC and SEA project staff will participate in all steering and advisory committee meetings and monitor the progress of the project. The next meeting of the steering committee is scheduled for December 10, 1992.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (Project Advisory Grp Mtg)	4 SEA administrators 15 LEA administrators 7 parents 1 other (consultant)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (Project Steering Committee Mtg)	2 SEA administrators 8 LEA administrators 4 parents 2 other (consultant)

Quarter 3

Work on this project progressed steadily during the third quarter and working meetings of the steering committee, SEA and WRRC staff and consultants were held on December 10, 1992 and again on January 13-14, 1993. At the December meeting a statement of philosophy and guiding principles for the project were developed and work began on regulatory changes required as a result of state plan submission and new IDEA requirements. This work continued at the January meeting with a goal of presenting work to date at a meeting of the full advisory committee scheduled for the first week in March 1993. There were no meetings during the month of February to allow adequate time for project consultants to complete necessary work for the March meeting. Future meetings are scheduled for March 4-5 and April 22, 1993.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (Project Steering Committee Mtg)	2 SEA administrators 3 LEA administrators 3 parents 2 other (consultants)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (Project Steering Committee Mtg)	2 SEA administrators 7 LEA administrators 2 parents 2 other (consultants) 1 other (State Attny)

Quarter 4

A full meeting of the statewide Project Advisory Committee and the Steering Committee was held on March 4-5, 1993 and work to date was presented to the larger group. Input and feedback was gathered through a complete walk through of the proposed regulatory changes. Various individuals and groups agreed to put their perspectives in writing and convey them to the project consultants for incorporation of a final draft to be reviewed at the April meeting. On April 22nd the Steering Committee met again to review the most recent draft of the proposed revisions. Another walk through of the proposed revisions was conducted and the work was approved conditioned on some minor additional changes. Project consultants will incorporate these changes and forward a final draft of the Phase I revisions to the SEA in June.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (Project Steering Committee Mtg)	2 SEA administrators 10 LEA administrators 6 parents 2 other (consultants) 1 other (State Attny)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_other (Project Steering Committee Mtg)	_2_SEA administrators _7_LEA administrators _5_parents _2_other (consultants) _1_other (State Attny)

Outcome Evaluation: Assist the SEA conduct a statewide regulatory review.

Evaluation Methodology: In addition to feedback via the WRRC staff who consulted with the state development committee, an open-ended interview was held with the SEA staff member in charge of this effort. Questions were based on the intended outcomes from the NATAP, and were designed to elicit satisfaction, current status and next step information.

Evaluation Results: The original timeline underwent an adjustment when the state superintendent appointed a committee "... to review special education regulations and respond to a legislative perception that they require way too much..." for the cost benefit received.

Due to the conditional approval of its Part B State Plan (changes required by July of 1993), "that became the first task of this committee - to add amendments to come into compliance, plus have consultants identify additional areas of concern and change." The facilitation by the WRRC "consultants was excellent." Having completed this first task, the activity is in "Phase II, to compare federal and state requirements and ask whether what's left over is good for kids." This work has gone "faster than we anticipated ... [I] thought people would want to get into more detail, but [they have been] more concerned with getting it done."

Comments: This was reported an extremely valuable service. Although the appointment of the Superintendent's committee in some ways delayed the original timelines and outcomes, its existence and recommendations actually accelerated some of the work planned under this activity. One unanticipated benefit has been the connection with the Superintendent's committee, allowing the SEA to make contacts it didn't have before.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC　　**Descriptor:** CSPD

STATE/NUMBER: MU01　　**Contact Person:** Jane Storms

NEED/ISSUE:

CNMI needs to develop alternative strategies for recruiting and retaining qualified teachers (both regular and special education).

There is the need to include a CSPD component in the Part B State Plan.

Guam SEA needs to develop strategies to address needs for a lower turnover rate (all staff), increased contact time with students (therapists), and skilled staff in areas of need (paraprofessionals).

ACTION PLAN:

Objective 1. To support the development of effective strategies for recruiting and retaining teachers in the CNMI and GU by 5/93.

- *Activity* 1.1. Provide information regarding effective strategies. Contact CSPD Institute for suggestions by 8/91.
- 1.2 Establish a task group of CNMI PSS, GU DOE, CCM, UOG, UOH, PREL, and WRRC by 9/92. Generate potential strategies. Review internal helps and hindrances. Determine internal policy changes needed by 11/92.
- 1.3 Design improved recruitment marketing strategies by 3/93.
- 1.4 Design training plan for therapy skills for school aides by 3/93.
- 1.5 Implement new recruitment strategies during recruiting trips (during school year 92-93).

Objective 2. To support the development of completed CSPD plans for both jurisdictions by 7/93.

Activity 2.1 Contact CEC CSPD Institute and OSEP for potential assistance they could provide by 4/92.
2.2 Provide information on required contents and examples of CSPD plans by 4/92.
2.3 Identify and agree on components of plan. Identify local writers. by 6/92.
2.4 Draft plan by 9/92.
2.5 Review and revise plan by 12/92.
2.6 Submit plan to OSEP by 7/93.
2.7 Obtain OSEP approval of plan 9/93.

Objective 3. To support the facilitation of the CEC CSPD Institute in Hawaii, Guam and Saipan in January 1993.

Activity 3.1 Coordinate with CEC CSPD Institute in D.C.
3.2 Contract with facilitators.
3.3 Provide travel for contractors.
3.4 Conduct and evaluate the Institute.

PROGRESS ATTAINED

Quarter 2

Met with SEA Guam and CNMI directors to adjust timelines and report that the new OSEP State Plan checklist is out but does not provide direction for the CSPD portion. That section will be completed upon approval of the final regulations for P.L. 101-476. Discussed the possibility of conducting a CSPD workshop with GU, CNMI, WRRC and the CSPD Institute.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators

Quarter 3

Coordinated plans for CNMI and GU SEA Directors to meet with the CEC CSPD Institute director in Washington D.C. during the OSEP meeting to discuss potential assistance and specify next steps.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators

Quarter 4

Facilitated a meeting in conjunction with the Spring OSEP Leadership meeting in April 1992, with CNMI SEA director, GU SEA director, CSPD Institute Director and WRRC staff to discuss potential assistance in developing strategic plans for CSPD in each jurisdiction. Materials and a draft plan for assistance have been provided to each SEA director by the CSPD Institute. The SEA directors are considering the plans and sharing them with their respective general education leaders. Final plans will be laid at the WRRC SEA directors meeting in July 1992.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	6 SEA administrators
	2 other (CEC CSPD Institute)

YEAR 2

Quarter 1

Met with the special education director from CNMI, Assistant Special Education Director from Guam, and staff from the CEC CSPD Institute to coordinate a CSPD Institute for the two jurisdictions tentatively planned for early January 1993.

Any unexpected and/or interim evaluation information:

It has become impossible to contact Guam to finalize plans for the CSPD Institute since Hurricane Hugo devastated the island the week of August 24th. It will be some time before power and phones are operational and even longer before people can commit to future activities.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	2 SEA administrators 2 other (CSPD Institute staff)

Quarter 2

Finalized plans to collaborate with the CEC CSPD Institute to conduct three day Strategic Planning Institutes on CSPD in Saipan and Guam in January 1993. Contracted with two consultants to assist in the Institutes. Worked with the SEAs to delineate responsibilities for on-site logistics. Confirmed a planning meeting with HI to determine the potential for conducting a strategic planning CSPD Institute with the DOE in the near future.

The numerous typhoons plaguing Guam have resulted in tremendous delays in finalizing decisions.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	3 SEA administrators 7 other (CEC CSPD Inst. staff, consultants)

Quarter 3

Conducted a three day Strategic Planning Institute on CSPD in each jurisdiction of Saipan and Guam in January 1993, in collaboration with the CEC CSPD Institute. WRRC staff participated in planning and delivery, and contracted with two consultants to assist. The purpose of the Institute was to delineate a long range plan for ensuring the adequate supply and quality of personnel to effectively operate an educational program. In both Institutes the focus was on general education, including special education. The Institutes brought together educational leaders and introduced them to the strategic planning process used in over 30 states by the CEC CSPD Institute. The process allows for involvement of critical stakeholders, active participation in vision stating, and development of targeted action. The Institute takes participants through the first several phases of the 10-phase strategic planning process. Follow-up conversations have occurred to ensure that first next steps are supported as needed. CEC Institute staff and consultants have been in touch with both jurisdictions to further support next steps.

Enroute to Guam, conducted a planning meeting with HI to determine the potential for conducting a strategic planning CSPD Institute with the DOE in the near future. Due to massive organizational restructuring within the DOE, this possibility is on hold.

Any unexpected and/or interim evaluation information:

Teams in both jurisdictions have met subsequent to the Institutes to continue the strategic planning process. Both report continued enthusiasm by team members to pursue the process and implement the action plans.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	8 SEA administrators
	1 teachers
	7 other (IHE, facilitators)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	12 SEA administrators
	10 other (IHE, facilitators)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	2 SEA administrators
	2 other (IHE, CEC)

Outcome Evaluation Report

The CEC CSPD Institute conducted a written evaluation at the close of each of the two events, included on the following pages.

Evaluation: Saipan

National Institute on
Comprehensive System of
Personnel Development Collaboration
(CSPD)

Evaluation is a very important component of the CSPD Project. Staff use the information gathered from participants and facilitators to plan and revise activities, as well as to determine the overall success of the project.

Please use the following rating scale. If you need additional writing space, use the reverse sides of these sheets.

In terms of usefulness:

(1) Insignificantly; (2) Slightly; (3) Moderately; (4) Very; (5) Extremely

Session One:	Institute Overview Karl Murray	3.1
	Why Strategic Planning? Jerrie Ueberle	3.0
Session Two:	CSPD: A System for Planned Change Karl Murray	3.1
	Overview of Strategic Planning Process Karl Murray	2.9
	Create a vision for CSPD Harvey Rude	3.2
Session Four:	Distance Education Tom Sileo	2.5
	What has become clear ... Jerrie Ueberle	3.6
Session Seven:	Leadership Harvey Rude	2.8
Session Eight:	Gain Support	3.4
	Accountability	3.1
	Implementation	3.3
	Next Steps Karl Murray Harvey Rude Jerrie Ueberle	3.1

Other Factors

Institute training materials	2.7
Team feedback sessions	3.1
General organization (flow) of institute sessions	3.2
Overall rating of this institute	3.1

If you rated any of the items on the preceding page as a 3 or lower, please use this space to explain your decision.

The Why Strategic Planning Session was too much of "the committed preaching to the converted". I think it should be shortened. Leadership session was very good, but in the wrong time period. I think it should have been earlier, but I thought the content was excellent, so I rated it 3.

1) New approach that has not been explored on this island
2) Not enough elaboration
3) example stated (implementation in Alaska) should discuss ways we can implement in the island or best alternatives for the PSS to establish
4) Too fast when explaining

Presentation is excellent, but information not useful at this time

Based on your expectations from participating in the Institute, to what degree were your expectations met?

(1) expectations not met; (5) expectations met; (10) expectations more than met

1——2——3——4——5——6——7——8——9——10 . . . . 5.8

What are the strongest features of the Retreat. What aspects need improvement?

Strongest	Need Improvement
Discussions - Bringing these people to the point of agreement and vision Sense of being able to accomplish a goal for PSS	The materials maybe could be more used during the presentations
— A lot of participants, activities	— more people should be involved
Talking with stakeholders and getting opinions, feedback directly from them — some of these people are hard to find and talk with during school hours	
• Emphasis on teamwork was excellent • Time-consciousness was appreciated • Dynamic leadership of Jerrie, especially • Wonderful ratio of staff and participants • Staff willing and easily approached for one on one talking	
— Small workable group — Lots of discussion, no one seemed to hold back — A lot of emphasis on "Team Work" and the importance of team ownership	
The presenters are very genuine and caring	— We could have/should have had other stakeholders here
— emphasis in leadership — strategies — broad presentation from different institutions	The need to scan the local environment
	We understand that your organization is .....
	— personnel regulations

Strongest	Need Improvement
Knowledge of materials; presentation of materials; Very considerate to participants' needs; workable and understand of participants/easy to work with	Very minute, not deserving mention
1. Cohesiveness of group 2. Excellent presentations 3. Organization/management of the entire institute 4. Cooperative learning 5. Emphasis of key points 6. Off up of 7. Getting people involved 8. HUMANISTIC	

Other Comments:

Thank you all for your hard work. Even if I cannot get approval for our CSPD, I believe the participants in this institute have been given new life and hope for our vision.

Overall, it was a great learning experience.

I really feel that we got something done unlike many workshops etc., where you come and go and don't really have closure. Thank you for the time, effort and hard work you all put into the institute.

You all did a great job. Have a successful sessions in Guam and a nice trip back home.

The scanning of the environment was an excellent process which often times is overlooked in strategic planning.

Evaluation: Guam

National Institute on Comprehensive System of Personnel Development Collaboration (CSPD)

Evaluation is a very important component of the CSPD Project. Staff use the information gathered from participants and facilitators to plan and revise activities, as well as to determine the overall success of the project.

Please use the following rating scale. If you need additional writing space, use the reverse sides of these sheets.

In terms of usefulness:

(1) Insignificantly; (2) Slightly; (3) Moderately; (4) Very; (5) Extremely

Session One:	Institute Overview Karl Murray	3.5
	Why Strategic Planning? Harvey Rude	4.0
Session Two:	CSPD: A System for Planned Change Karl Murray	4.0
	Overview of Strategic Planning Process Karl Murray	3.8
	Create a vision for CSPD Jerrie Ueberle	4.17
Session Four:	Distance Education Tom Sileo	4.5
	What has become clear ... Jerrie Ueberle	4.6
Session Seven:	Leadership Harvey Rude	4.2
Session Eight:	Gain Support	3.75
	Accountability	3.75
	Implementation	3.75
	Next Steps Karl Murray Harvey Rude Jerrie Ueberle	3.8

Other Factors

Institute training materials	3.86
Team feedback sessions	4.28
General organization (flow) of institute sessions	4.14
Overall rating of this institute	4.43

If you rated any of the items on the preceding page as a 3 or lower, please use this space to explain your decision.

Based on your expectations from participating in the Institute, to what degree were your expectations met?

(1) expectations not met; (5) expectations met; (10) expectations more than met

1——2——3——4——5——6——7——8——9——10 . . . . 7.71

What are the strongest features of the Institute. What aspects need improvement?

Strongest	Need Improvement
Good facilitators	Time People involved — All division heads should be here — Director should be here
Good pace and many chances for interaction	Need to get more stakeholders to participate

Other Comments:

Enjoyed this tremendously! Wish there was more time and done during working hours, so I could be home with the younger children to assist in homework, etc.

Quarter 4

The original need was expressed in the following way:

CNMI needs to develop alternative strategies for recruiting and retaining qualified teachers (both regular and special education).

Guam SEA needs to develop strategies to address needs for a lower turnover rate (all staff), increased contact time with students (therapists), and skilled staff in areas of need (paraprofessionals).

In both CNMI and GU, there is the need to include a CSPD component in the Part B State Plan.

This quarter, WRRC staff met with the SEA directors from both GU and CNMI and learned that their respective CSPD teams are continuing to meet and move through the strategic planning process. Both are excited by the enthusiasm and involvement of general education in the process. WRRC staff attended the National CEC CSPD Institute to learn how states around the nation are implementing the strategic planning system being used in GU and CNMI subsequent to last quarter's training. WRRC assistance to CNMI has provided on-going guidance and review to the development of the CSPD component in the Part B State Plan.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** MGT

STATE/NUMBER: MU02 **Contact Person:** Shirley Coale

NEED/ISSUE:

SEA/LEA Directors need to increase their leadership skills in collaborating effectively with colleagues in regular education and with their own staff.

[SEA/LEA Directors need to increase their own understanding of the legal requirements of IDEA and to convey the responsibilities for meeting the requirements to their regular and special education colleagues.]

FSM: As regular education is restructured to include special education, SEA/LEA Directors need to increase their skills in communicating with colleagues in regular education and with their own staff. As managers, they need to learn and practice performance appraisal skills and how to conduct effective staff meetings.

RMI: SEA need to increase their skills in communicating with colleagues in regular education and with their own staff. They need to learn and practice performance appraisal skills and how to resolve conflicts (in culturally appropriate ways). They need skills to better utilize local and available resources in the planning and the delivery of services and programs.

ROP: SEA staff needs to increase skills in communicating with colleagues in regular education and with their own staff. They need to learn and practice skills in performance appraisal and meetings management.

ACTION PLAN:

Objective 1. To conduct a leadership workshop for SEA/DOE on team-building skills by 12/91.

- *Activity* 1.1 Review previous work and plan with consultant.
- 1.2 Provide SEA/DOE teams with pre-workshop assignment.
- 1.3 Conduct workshop.
- 1.4 Conduct follow-up.

Objective 2. To provide SEAs with training in legal requirements of IDEA by 12/92.

Activity 2.1 Review previous work and plan with WRRC team.
2.2 Identify consultant as needed.
2.3 Plan training with SEAs and consultant.
2.4 Provide SEAs with pre-workshop assignment.
2.5 Conduct training.

Objective 3. SEAs will develop policies, procedures and practices to implement IDEA through state plan and/or OSEP requirements.

Activity 3.1 WRRC will assist in clarifying needs and identifying consultant help (ROP - 8/92)(FSM & RMI - 10/92).
3.2 Consultants will work with SEA/LEA staff on-site to develop needed documents and practices which are appropriate to the Pacific (10/92 & 4/93).
3.3 SEAs will submit necessary documents to OSEP (5/93).

Objective 4. To provide on-site assistance to SEAs to follow-up on workshop training by 5/93.

Activity 4.1 Schedule on-site follow-up during training.
4.2 Provide support to SEA via fax and mail.
4.3 Participate in building visitations and meetings with regular education administrators during on-site follow-up.

PROGRESS ATTAINED

Quarter 1

Letters of invitation were sent to DOEs of participating SEAs and LEAs reviewing the previous workshop on management/supervision skills and outlining the scope of the follow-up workshop on team building skills.

WRRC staff met with ROP participants and ROP SEA to review plans for October workshop. Consultant and WRRC staff developed pre-workshop study materials which were mailed to members of participant teams.

Any unexpected and/or interim evaluation information:

An ROP principal who participated in a previous workshop under the last contract reported that he had used skills learned in working with his staff and other principals. Specifically, he said that telling the teachers "why" (purpose stating) keeps them from getting angry. Also, he reported that when another principal says something that doesn't make sense, repeating what the principal said back to him so he can hear it (paraphrasing) sometimes results in the principal rethinking and saying it differently.

Quarter 2

WRRC staff and consultant provided training to special education and regular education administrators through a Micronesian Leadership Workshop - a follow-up to last year's workshop on evaluation and supervision.

Teams of administrators from RMI; Kosrae, Pohnpei, and Chuuk FSM; and Palau participated. With one change, the teams were the same that had attended last year. The teams were given pre-workshop assignments that required them to get together on their home islands prior to the workshop. They were to visualize and then discuss situations where working in a team had worked well and where it should have been done, but wasn't. They were to bring this information to the workshop where it provided one basis for guided role-plays.

The skill teaching at the workshop focused on three MasterSkills© of Paraphrasing, Purpose Stating, and Performance Imaging and applying these skills to the MasterStrategies© of Impact Preview©, Impact Review©, and Impact Now©. The workshop use materials developed by Drs. Fraleigh and Gilmore of NEM2©.

Techniques used in the workshop included role plays, videotaping and critiquing dyad and triad communications practices, team skill practice sessions, and development of personal plans for transferring the workshop skills to the workplace. Discussions opened up areas seldom discussed with mainland consultants like: "what can I do with a drunk teacher?" "suspected child abuse," "status and job evaluations." Participants worked together to develop role plays to illustrate these problems and used the MasterSkills© to reach resolution. Participants used the MasterStrategy© of Impact Preview© to practice behaviors which would allow them to work out similar problems on their home islands.

Follow-up will be conducted within six months.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	2 SEA administrators 3 LEA administrators 15 other (DOE admin)

Quarter 4

Pohnpei LEA and FSM SEA offered to host the next Micronesia Management Workshop in the fall of 1992 and suggested "Special Education and the Law" as the topic for the workshop. Further discussion narrowed the topic to "The legal requirements of EHA/IDEA: Notice to parents, assessment timelines and procedures, and conducting IEP meetings." The topic, meeting logistics, and planning, will be further developed by the staff and FSM SEA at the WRRC's summer directors' meeting. The concept of the meeting was shared with RMI and ROP SEA and approved by ROP SEA.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	3 SEA administrators 1 LEA administrators

YEAR 2

Quarter 1

WRRC staff met with SEA Directors from RMI, ROP and FSM to begin planning for the annual leadership workshop to be held in Pohnpei in December. Focus from the directors was "Legal issues of IDEA," with specific emphasis on IEPs and monitoring. Staff from AS will be invited to join. Regular education administrators will be included as well.

Follow-up with the AS SEA on participating in the conference was positive and work is underway for their inclusion.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	4 SEA administrators
	1 LEA administrators

Quarter 2

Planning has been completed for the December Pacific Management Workshop in Pohnpei. Local teams from all Pacific jurisdictions (except HI) have been chosen and have met in preparation for the workshop.

Any unexpected and/or interim evaluation information:

Two directors reported that the process of meeting with their teams before the workshop has been beneficial by itself. This has allowed them to bring together principals and other administrators and talk about special education requirements in a forum unavailable or unchosen before.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
11 consultations	6 SEA administrators
	5 LEA administrators

Quarter 3

The Pacific Leadership Workshop was conducted in December in Pohnpei with 44 regular and special education administrators in attendance. This is the third Leadership Workshop with basically the same participants. Teams of two from each jurisdiction (the SEA/LEA Director and a regular education administrator) were supported by the WRRC. The Marshall Islands, Palau, Pohnpei, Chuuk, and Kosrae sent additional participants at local expense.

WRRC staff asked the Oregon SEA Director to team in the design and conduction of the workshop. The SEA Director from American Samoa and SEA staff from Guam and CNMI assisted throughout the workshop working with teams from other jurisdictions in areas where they could provide leadership. These Directors shared copies of checklists, forms, handbooks and procedures. Linkages from this meeting prompted subsequent requests for additional materials between SEAs.

The focus of the workshops was on the legal requirements of IDEA specific to monitoring and IEPs. The Oregon SEA Director presented in the workshop and the participants from Palau introduced the need for regular education involvement through a role play. They showed what could happen during a monitoring visit when the staff and principal do not understand and are not a part of the IEP process. A video tape training set with materials developed by Mountain Plains RRC was used as part of the training. Following the format of the video set, participants viewed sections and broke into discussion teams.

Early in the workshop there were questions about terms like LRE, mainstreaming, inclusion and integration. The coordinators responded to these needs the following morning with a panel discussion about the terms, demonstrating that the definitions are not all clear-cut and are used differently by different states and districts. This activity and the role plays were rated very highly by the participants during an interim evaluation.

Pohnpei State special education hosted the workshop participants at a dinner at the Nangelic Bar and Restaurant down by the river. At this time the Governor, Director of Education, and special education staff from Pohnpei got to meet and talk with the distinguished visitors from all the other islands. A wonderful island buffet was provided by the special education staff and entertainment was provided by a team performing local dances.

Each jurisdiction team prepared an action plan to follow when they returned home. Follow-up by the WRRC included sending participants the list of names and addresses of all attendees, notes from the conference, information about ordering the video tape set and a check on how they were coming on their action plans.

Adjunct activities that took place before, during and after the workshop sessions included SEA/WRRC planning, a meeting with all the SEA/LEA Directors to collect information about agenda items for the March Pacific Basin Interagency Conference, informal meetings between participants to share, consultation with the Scholastic Books representative who was also on island, and a presentation by the special education staff of COM-FSM about ways the community college could support SEA/LEA efforts.

Any unexpected and/or interim evaluation information:

The training materials on IEPs used in the December workshop have been incorporated into the teacher training program at College of Micronesia - Federated States of Micronesia. Students in the resource teacher program take a class in assessment which includes the complete process of screening, pre-referral, referral, assessment, IEP development and placement. The course follows IDEA requirements and is based, in part, on information shared at the Pacific Management Workshop.

Regular education participants at the workshop from Palau, Pohnpei, Kosrae, Yap, and the Marshall Islands have continued their participation and support of special education. For example, on a recent TA visit to Kosrae, regular education administrative staff participated in a group lunch to help provide a "bigger picture" of the status and needs of education in Kosrae. They are also supporting expanded services at the high school for students with disabilities.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference	_5_ SEA administrators
	_6_ LEA administrators
	_33_ other (reg ed admin, IHE)

Outcome Evaluation Report

"Pacific Leadership Conference," Pohnpei, Federated States of Micronesia, December, 1992.

Evaluation Methodology: Immediate feedback was elicited from participants following the workshop. Questions were asked about the team involvement, the workshop content, anticipated applications, and further interests. Some questions were open-ended; eight items were ranked on a 4-point (high - low) scale.

Evaluation Results: Of 44 participants, 29 responses were received. All the rated items were high; 3.11 (4 being highest) was the lowest mean. Working as part of a team and the team's value to the jurisdiction's monitoring process were the two highest-rated items; means were lower for the extent to which participants better understood the monitoring process and their individual responsibilities, and their ability to transmit that information to others. The lowest mean was for the completeness of the team monitoring plans.

Participant responses to additional interests covered a broad range. Some were general: "I need more to learn (from a regular education principal, first time participant)." "Anything more about special ed. programs." Others were quite specific: "Be able to learn more of the principal's role in the monitoring process and how to use the services available from Special Education more effectively in student identification and evaluation." Some participants indicated they needed more help understanding the monitoring process before proceeding. All but two of the respondents indicated they had more to learn.

Expected applications were similarly diverse: "What I learn(ed) from this workshop I will use when I got back to my school." "Apply." "New requirements of the law; less things for parent permission." "Revision of forms...." "I can now monitor the IEP goals and objectives at my school."

Participant comments were positive, some on specific workshop content and process: "The 'learn by doing' approach is very effective and should be used again." "I found the workshop extremely helpful in areas of monitoring and evaluation procedures." Others were recommendations: "Have another workshop for our principals and some of the regular classroom teachers." "I strongly recommend this workshop to be administered every year." "If this training is conducted again, have it abroad." Still others provided more insight into considerations for subsequent efforts: "There exists in our state a misunderstanding between SEA and LEA level and the particular schools where special education programs exist." "A collaboration of the monitoring process should be done by TAs to school personnel." "I'd like to work with the Directors and Susan Moses when they work on monitoring and development of all the pieces."

Comments: This conference was a successful means to convene special and regular educators in the Pacific to learn more about how to comply with IDEA and its monitoring requirements. Because the island territories are isolated, these Pacific regional meetings represent the major opportunity to obtain new information, update skills, and to connect with peers doing similar jobs in similar contexts. Their design for and attendance by both regular and special education administrators and providers also underscore the importance of addressing effective ways to integrate students with disabilities in regular classrooms.

Quarter 4

The WRRC assisted Pohnpei State LEA by "facilitating" a workshop for regular education principals. With Pohnpei LEA paying the expenses, a workshop was set up in Eugene, OR in May, 1993 for five principals and the Chief of Special Education. The workshop was run by NEM2 consultants who had provided the leadership for the first two Pacific Management Workshops in Palau. The May workshop included Eugene District 4J School Superintendent, local education administrators and six principals and allowed the Pohnpeian principals to shadow 4J principals throughout their days' activities. Workshop activities also included discussions about what was relevant in Pohnpei and how to "translate" some of what they saw into workable fashion back home. It also included training in communication skills and problem solving.

Concluding Remarks: This activity has been an annual workshop for the past three years. Its purpose was to engage regular and special education administrators together in a small, skill focused workshop which would 1) build their capacity as administrators and 2) assist them in serving students with disabilities within regular schools. Additionally, it was hoped that communication skills learned at the initial workshop would be used to facilitate better communication between regular and special education.

These objectives have been achieved. Both from observed behavior on different islands and reports from regular and special education administrators we have seen that interaction between regular and special education administrators has increased. Special education directors have come to be seen as people who had access to training, materials and information that could assist principals and other administrators in their efforts to serve all their students. In Pohnpei, the LEA has chosen to continue the training at its own expense to build a cadre of 10 principals with good skills who will support the special education programs in their schools and who will assist in training other principals. In Palau the special education director is meeting regularly with the regular education supervisors to coordinate training and inservice and to share information. Additionally the Palauan principals involved in this training are consulting with the special education director for assistance in writing grants to obtain appropriate materials and training for their staff. In Kosrae the regular and special education staff are working together to establish a high-school lab to assist the lowest performing students stay in school and keep up with regular classes.

One objective of this activity included assisting the SEAs develop policies and procedures to implement IDEA.

Any unexpected and/or interim evaluation information:

Building on the first two Pacific Management Workshops and with principals who attended the third workshop, Pohnpei State LEA supported a Principals' workshop in Eugene, OR. This was the first of a three phase program which includes an island training in the summer and another round of Principals' workshop in the fall. Pohnpei is funding the training and has asked WRRC's continued participation in training and attending so that we keep abreast of what is being done. This is one more example of a jurisdiction taking over an activity that was begun by the WRRC.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	16 LEA administrators 3 other (NEM2 Consultants)

Outcome Evaluation: Pacific Leadership Conference, December 1992; March 1993

Evaluation Methodology: The first evaluation (reported in Y2, Q3) was based on immediate feedback from participants following the workshop. These follow-up interviews with SEA Directors were intended to begin looking at longer-term results. Information is presented by jurisdiction, although where themes are common I may or may not treat them separately.

Evaluation Results:

(RMI) It was helpful to have the principals come along; sometimes it takes that extra push, seeing how others are doing, to get things going. They are planning a principal/teacher conference in the summer, and will involve the principals who came to the leadership conference in December to talk to others to spread the word. The SEA Director considered the panels the most helpful sessions, as well as hearing from other people what they are doing and the IEP tapes. Interagency work is going forward. They need to finalize their agreement, then will be able to start in on services.

(FSM) The Pohnpei State LEA Director and six other regular education administrators visited Eugene to work with the local school district and management consultants. Funded by Pohnpei and brokered by the WRRC, this is a direct outgrowth of the WRRC Pacific Management Workshop conducted during the December of 1992. In addition, the Director reports that principals who attended the December PacMan Workshop are supportive of special education as evidenced by two schools requesting that programs and staff be moved to their schools. During a recent visit by WRRC staff, there was interest and concern about getting services for kids who were being identified.(ROP) The SEA Director reports that the five principals who have attended the workshops meet with him and consult with him frequently, asking for information and advice. One principal is interested in working with a consultant who would help teachers with classroom management skills. Another principal has offered his school site for a new building if the currently planned site falls through.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** MGT

STATE/NUMBER: MU03 **Contact Person:** Jim Leinen

NEED/ISSUE:

States with State Plans due in the Spring of 1992 (ID, AS, WA, AZ), and in the Spring of 1993 (CA, GU, HI, NV, CNMI, ROP) could benefit from an analysis of the new state plan requirements of IDEA as well as other new requirements of the current state plan cycle.

ACTION PLAN:

Objective 1. Establish linkages with, and among, Western Region states involved in the current State Plan cycle.
  - *Activity* 1.1 Attend NASDSE/OSEP State Plan Academy.
  - 1.2 Contact WRRC states in current cycle to identify needs and facilitate linkages.
  - 1.3 Provide consultation to states as needed.

Objective 2. Develop and/or disseminate analysis of new state plan requirements in IDEA upon publication of final implementing regulations.
  - *Activity* 2.1 Identify new requirements.
  - 2.2 Disseminate information on key issues to be addressed in state plan development and implementation and provide consultation as requested.

PROGRESS ATTAINED

Quarter 1

Plans were tentatively set for a state plan workshop to occur in conjunction with the NASDSE national meeting in November for the states in the 1993-95 state plan cycle. However, it has just come to our attention that NASDSE and OSEP are co-sponsoring an Academy targeted to the same group in

October, so the WRRC will cooperate with that effort rather than supporting an additional event. A WRRC staff member will attend the meeting in October in order to better assist states which cannot attend or may need assistance in the next cycle.

Quarter 2

The WRRC monitoring specialist attended the NASDSE/OSEP State Plan Academy in October in Alexandria, VA. Information from this meeting was shared with the two Western Region states unable to attend (American Samoa and Washington) and contacts were established with the representatives attending from Arizona and Idaho. Follow-up contacts with these four states indicated an interest in sharing problems, concerns and solutions related to state plan development, so a teleconference is being planned for January. Plans were also finalized to provide state plan consultation to the SEA Director from American Samoa during her visit to the WRRC in December.

WRRC staff also discussed the possibility of a region-wide workshop or series of workshops addressing the new IDEA requirements following final publication of the implementing regulations in 1992. This idea was presented to Western Region states in November and interest is sufficient to continue planning activities in this area.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_3_ consultations	_5_ SEA administrators

Quarter 3

Activities during the quarter focused primarily on individualized consultation to states in the current state plan cycle (AS, AZ, ID, WA). Consultation to American Samoa and Arizona was provided during visits by SEA staff to the WRRC, and to Idaho and Washington during WRRC staff visits to those states.

WRRC staff continued discussions of a possible region-wide activity or series of activities addressing implications of new IDEA requirements for State Plan development, following publication of the final implementing regulations. States in the region continue to voice an interest in such an activity and the Action Plan has been revised to reflect these new activities.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
8 consultations	8 SEA administrators

Quarter 4

Individualized consultation continued with two of the states in the current state plan cycle during the fourth quarter (AS, WA). Consultation at this stage of the process was primarily through telephone and mailed feedback. The regional activities addressing implications of new IDEA requirement is on hold pending publication of final implementing regulations.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	3 SEA administrators

YEAR 2

Quarter 1

Discussions have continued informally with states in the region, and among WRRC staff, about possible avenues for disseminating information on the implications of the new IDEA regulations. More formal planning activities are still on hold, pending their publication.

Quarter 2

WRRC staff attended the annual NASDSE/OSEP State Plan Academy in Alexandria, VA on October 19, 1992. Contacts were made with the four Western region states in attendance (CA, CNMI, HI, NV) and follow-up activities were initiated with these states and the two states who were not able to attend (GU, ROP). Contact continues, as necessary, to assist these states in the development of their plans.

Following final publication of the IDEA regulations in September, planning activities are in progress to provide information on the implications of these new regulations for state plan development. Three regional Directors' teleconferences have focused on specific elements of the regulations. To support the assimilation of this, and some initial information provided to states by OSEP, regional assistance will be planned, as necessary.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_5_ consultations	_5_ SEA administrators

Quarter 3

Activities supporting development of state plans continued during the third quarter through personal and phone consultations and information services requests. In January, the Special Education Coordinator from the Republic of Palau visited the WRRC and spent a week with staff working on the development of ROP's first state plan for special education. Phone consultation and information services assistance was also provided to CA, CNMI, and NV in support of their state plan development. These activities continue as requested.

Additionally, the regional directors' teleconference in January focused on monitoring and policy implications of the new IDEA regulations at both the state and local levels. Interest was expressed in a follow-up teleconference with a possible presentation by OSEP DAS staff on implications of the new regulations for the next monitoring cycle. This possibility is currently being explored by WRRC staff.

Any unexpected and/or interim evaluation information:

One immediate result from the regional directors' teleconference on monitoring is that Oregon and Washington monitoring specialists are planning a meeting in May to exchange information on unique monitoring practices and common issues. Planning for this meeting is being coordinated by the WRRC.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_5_ consultations	_5_ SEA administrators

Quarter 4

Services supporting the development of state plans for ROP and CA continued during the early part of the quarter up to the time of submission of proposed state plans to OSEP. Activities included personal and phone consultation and information services support. State plans are currently being reviewed and some preliminary discussions of implementation assistance have begun with ROP, contingent on contract renewal.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_5_ consultations	_2_ SEA administrators

Outcome Evaluation Report

Summary of Evaluation Methodology: The Coordinator of Special Education for the Republic of Palau was interviewed by telephone using an open ended, semi-structured format of pre-selected questions.

Evaluation Results: The Coordinator explained that prior to this year the Republic was still under consolidated funding and that the concept of the state plan was first introduced to ROP by the WRRC. He noted that the WRRC was instrumental from the beginning in the planning process and in assisting the ROP with development of the plan itself. The assistance was described as "helpful and timely."

The coordination of communication and assistance among OSEP, Palau and the WRRC was identified as a particularly helpful aspect of the process of state plan review and approval . One suggestion for improving the process next time included having WRRC staff on-site in Palau for some part of the plan development. Areas identified for further assistance included follow-up TA to improve procedures for monitoring and reporting, development of forms and formats and training in administrative techniques such as time management. The Coordinator commented "What the WRRC has been doing through (assigned staff) has been much appreciated not only by us but by Washington, DC as well. It's made the communication much easier."

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** MGT

STATE/NUMBER: MU04 **Contact Person:** Jim Leinen

NEED/ISSUE:

States need assistance in developing systems for the collection of data on Special Education personnel in order to be in compliance with the requirement of IDEA 101-476. SEAs have also indicated an interest in regional data on supply and demand of Special Education personnel.

ACTION PLAN:

Objective **1.** To assist states in developing systems for determining Special Education Personnel needs.

Activity 1.1 Conduct conference calls for SEA data management/CSPD staff.
1.2 Conduct 2nd Data Management for CSPD Forum.
1.3 Provide additional networking opportunities for SEAs.
1.4 Provide up-to-date information on personnel data management for CSPD.

Objective **2.** Work with the Oregon SEA to develop and implement a survey of special education personnel in training in Oregon IHEs. Consider adapting process for use in other Western Region states.

Activity 2.1 Work with Oregon SEA staff to modify forms and procedures from a similar project in Michigan.
2.2 Meet with Oregon Special Education Higher Education Council (SEHEC) to arrange first survey.
2.3 Work with SEHEC to implement survey.
2.4 Review results and disseminate to other Western Region states.

PROGRESS ATTAINED

Quarter 2

Developed NATAP from needs and initiated planning for the "Data Management Forum: Part II." Conducted two conference calls with data management and CSPD SEA staff from eight western states.

Planned for and conducted a planning session with WRRC staff and SEA data management staff representatives from Oregon and California. The outcomes of the planning session were to establish goals and objectives for the January Forum; to decide on priorities for the data collection and develop a "survey" of the data elements needed; and to develop the agenda for the January Forum. All outcomes were achieved.

Consulted with Oregon SEA on how to best use extant data to meet the needs of states and the region. Formulated a request to WESTAT to compile information available from IPEDS personnel supply data and OSEP personnel employed data. Prepared the request including designs of tables (identifying summary categories) and drafts of graphics that would be most beneficial to the individual states as well as for the western region. Discussed WESTAT's participation in the WRRC's data managers forum planned for January.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_workshop/topical mtg/conference call	_12_SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_workshop/topical mtg/conference	_2_SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_workshop/topical mtg/conference call	_4_SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_consultations	_1_SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	2 other (TA agency)

Quarter 3

Planned and conducted the Data Management Forum: Part II for ten western states January. The purpose of the meeting was to assist WRRC states to improve their individual and the region's response to evolving CSPD personnel data requirements under IDEA.

The WRRC collaborated with WESTAT in the preparation of a report using the extant personnel data from OSEP and Integrated Postsecondary Education Data Systems (IPEDS). This report provided 10 western region states with the 1987-1988 and 1988-1989 data on the number of people needed by category and the number of people completing programs by degree attained. A comparison of each state to the western region as a whole was also provided.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	2 other (WESTAT)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	15 SEA administrators 2 other (WESTAT)

Outcome Evaluation Report

Data Management Forum: Part II, San Francisco, CA, January 20-21, 1992.

Technical Assistance Provided: Planned and conducted a two-day meeting of SEA data managers and CSPD coordinators to meet four targeted outcomes: 1) helping individual states continue to develop and refine personnel data management systems, 2) assisting states to work toward agreement on a common data set to be collected for a regional personnel data system, 3) reviewing state and regional extant data, and 4) planning for next steps in SEA and regional systems development.

Summary of Evaluation Methodology: Evaluation questionnaires and a closing exercise were used to elicit feedback. Questionnaire items included rated measures and open-ended questions. The closing exercise asked for verbal feedback on "peaks" and "valleys" of the meeting.

Evaluation Results: Fourteen of 16 questionnaires were returned for a response rate of 88%. Mean scores for the scaled items (1-low, 6-high), assessing achievement of the four targeted objectives and fulfillment of expectations, appear below:

		Mean Scores
A. 1.	Individual states will continue to develop and refine their personnel data management systems	5.00
2.	States will work toward agreement on a common data set to be collected for a regional personnel data system	3.21
3.	State and regional extant data will be reviewed (IPEDS and OSEP)	4.93
4.	Plans for next steps will be delineated regarding further SEA and regional systems development	4.28
B.	How well did the meeting meet your expectations?	4.78

These ratings reflect a somewhat mixed response to the meeting. Strong ratings of 'overall' satisfaction, as well as satisfaction with progress at the state systems development level, are contrasted with lower ratings for progress at the regional level. Narrative responses also mirrored this mixed feedback. Two contrasting examples were: "I expected us to come up with a set of personnel data elements. That did not happen but we made some progress at least," and "Glad there was no undue pressure to do a regional model. Thanks." Other narrative responses focused on the value of continued networking and information exchange as well as exposure to innovative systems and approaches.

These responses and other observations clearly indicated that states were at various stages of readiness for a regional data system. This feedback is likely attributable, at least in part, to the fact that states in the region are at various points in the development of their own personnel data management systems. Several states are well along in the process with sophisticated systems in place while others are just starting out. This feedback suggests that a two level approach might bear consideration in planning continuing data management activities for the region.

Comments: States were not ready to reach consensus on development of a common regional personnel data set. All agreed, however, with the value of continued networking, information exchange and collaboration. As one participant commented, "We have a long way to go but the work is important and will have a significant impact on both children and those serving them."

Quarter 4

Representatives from the Oregon SEA and the WRRC met with the Oregon Special Education Higher Education Council in February to propose a joint investigation of special education personnel supply in Oregon. Agreement was reached to pursue an annual survey of special education personnel in training in OR IHEs. These data will be used to project special education supply information for long-term planning in the state. Activities are in progress to adapt forms and procedures from a similar effort previously implemented in Michigan.

YEAR 2

Quarter 1

Discussions have continued between WRRC and the Oregon SEA around issues of adapting forms and procedures from the Michigan project. Work is in progress to develop a set of forms adapted for Oregon by October, 1992. Upon completion, the Oregon forms will be offered to other interested states in the region for adoption.

WRRC planning activities have also begun for a fall teleconference of regional data managers to identify future data management activities for the region.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	3 SEA administrators

Quarter 2

Work continued with the State of Oregon SEA on adaptation of the Michigan survey of IHE special education personnel in training. A draft of the adapted form was prepared and routed to faculty members of the Oregon Higher Education Special Education Council for their review, field testing, and feedback. This council has representation from every IHE in the state that prepares personnel for careers in special education and related services. These comments are being reviewed and a revised draft of the survey will be developed in December, 1992. A regional teleconference of state data managers is also planned for December 8, 1992, and the draft survey will be discussed for possible adoption by other Western Region states.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 publication product development	1 SEA administrators 12 IHE faculty

Quarter 3

In December, a regional teleconference of state data managers focused on two issues: 1) review and comment on the 'working draft' of the proposed Student Data Handbook for Elementary and Secondary Education, and 2) discussion of Oregon's progress in developing a statewide IHE personnel preparation instrument. A teleconference guest, an advisory group member for the Student Data Handbook Project, received direct input from state staff on fields and data elements to be included in the handbook. This handbook is being developed by a project of the Council of Chief State School Officers for eventual adoption by the U. S. Dept. of Education. Copies of the handbook were distributed to data managers in the region and collection of comments continues through the WRRC.

Work on the Oregon IHE personnel preparation data collection instrument continued throughout the quarter. Copies of the draft were discussed at the December teleconference with several states voicing an interest for additional information as the project progresses. WRRC and Oregon SEA staff continued refinement of the instrument and a final draft was presented to the Oregon Higher Education Special Education Council in January. Based on this feedback, it was finalized for full field testing at Oregon campuses during February and again during spring quarter, 1993. Results of the full field test will be reviewed for any needed changes before the instrument is finalized for annual use beginning in the fall of 1993. Results of the project will be shared with interested states both within and outside the region.

Any unexpected and/or interim evaluation information:

Oregon's data manager has been very appreciative of the follow-up assistance from the WRRC as the state moves forward on its data collection system. "I couldn't have gotten this far without you. Thanks again."

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ linking SEAs (teleconference)	_7_ SEA administrators _1_ other

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_5_ consultations	_5_ SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ publication product (presentation)	_15_ IHE faculty

Quarter 4

The WRRC data management specialist attended the 7th Annual Conference on the Management of Federal/State Data Systems in Bethesda, March 29-31, 1993. At this conference a regional meeting of Western region states was hosted by the Center on March 29th with nine states and Pacific jurisdictions in attendance. Discussions focused on major data management issues facing the region and identification of possible activities to be coordinated through the WRRC in the upcoming year. This information is being used for the planning of future multistate and regional activities.

Field testing of the Oregon IHE personal preparation survey continued through Spring quarter, 1993. Data collected from two terms of field testing will be reviewed this Summer by Oregon SEA and WRRC staff and the forms will again be revised for use in the Fall of 1993. It is anticipated that these results and the accompanying revisions will be the topic of a regional teleconference in the late Summer or Fall.

On April 16, 1993, a special teleconference on Project PASS, a data based system for tracking transition activities, was held for both data managers and transition specialists from Western region states. Guests included Project PASS staff, WESTAT staff and the transition specialist from the ND SEA where the system has been used extensively. Interested states from the region are following up directly with the Project PASS staff.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	14 SEA administrators 1 LEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
5 consultations	4 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (teleconference)	8 SEA administrators

Outcome Evaluation Report

Summary of Evaluation Methodology: This report is a summary of evaluation information for Objective 2: to work with the Oregon SEA to develop and implement a pilot survey of special education personnel in training in Oregon IHEs ; and to consider adapting this process for other states in the region. A semi-structured, open ended phone interview was conducted with the SEA CSPD/data management specialist, the state contact for this activity.

Evaluation Results:

The CSPD specialist explained that the Oregon project was modeled on a similar project in Michigan and as such required the modification of forms, content and procedures "to fit Oregon. " In this regard the WRRC was asked to assist in product development (survey questionnaire) and refinement, procedural issues with the IHEs.

The CSPD specialist began by noting that she was "really pleased" with the (WRRC) assistance and that the help with product development allowed the SEA to have sufficient time to mail out the questionnaire twice (winter and spring terms) during the academic year. "We wouldn't be this far along without it (WRRC assistance)... There is more to do, though." While the pilot phase of the project was completed as planned, additional steps were identified which include assessment of the first year's data, revision of the questionnaire and conversion of the questionnaire to a machine readable form.

The specialist added that other states in the region have shown considerable interest in the project (WA, CA, ID, NV) and all may be doing something similar. She noted that this was a direct result of the WRRC sponsored regional forum for data managers/CSPD coordinators and hoped that the regional networking would continue as a priority in addition to the state level assistance. She pointed out that the survey has only been done with public institutions at this point and that there is still much work to be done both in Oregon and regionally.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** POP

STATE/NUMBER: MU05 **Contact Person:** Shirley Coale

NEED/ISSUE:

The Pacific jurisdictions have students with low-incidence disabilities: visually impairments, hearing impairments, physically disabilities, communication disorders, who are unserved or underserved because of lack of staff capacity.

ACTION PLAN:

Objective 1. Pacific staff will participate in summer institute (6/92).
- *Activity* 1.1 WRRC will work with other agency staff to coordinate planning for summer institute.
- 1.2 SEAs/LEAs will indicate areas of interest and attend summer institute (6/92).

Objective 2. WRRC will locate information and materials for working with low-incidence populations (5/93).
- *Activity* 3.1 States request specific information and materials source needs.
- 3.2 WRRC shares information and ordering information for materials.

Objective 3. Some SEA/LEA staff will link with programs for the deaf or blind on the mainland to receive practical training (5/93).
- *Activity* 2.1 WRRC and TRACES will coordinate locating practicum sites (9/92).
- 2.2 SEA/LEA and WRRC will share expenses.

Objective 4. Some SEA/LEA staff, parents, and children will receive direct training in "facilitating communication" for students with communication disorders (5/93).

Activity 2.1 WRRC will work with SEAs to plan and coordinate training (6/92).
2.2 WRRC staff and Consultant will provide on-site training and consultation in Palau and Guam
2.3 Some LEA staff (FSM: Pohnpei) will participate in Palau's training activity.
2.4 Follow-up activities will be further developed by SEAs and WRRC.

PROGRESS ATTAINED

Quarter 3

Participated in three teleconferences to plan for the content and logistics of the Deaf/Blind Summer Institute to be held in Guam, June 8-26, 1992. Several technical assistance agencies are collaborating on this effort to bring practitioners from all of the Pacific jurisdictions.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	24 SEA administrators
	9 other (TA agencies)

Quarter 4

Participated in several teleconferences to plan the content and logistics for the Summer Institute to be held in Guam June 8-26, 1992. Arranged for and funded travel for six participants from FSM, ROP, AS, and RMI. Funded lodging for the six participants plus two additional teachers from Pohnpei. Had planned for the WRRC to fund participants from CNMI, but the SEA director decided to use local resources and sent 16 aides. This is an part of an on-going effort to increase the capacity of indigenous people and encourage them to continue careers in special education.

Any unexpected and/or interim evaluation information:

This is yet another example of effective collaborative effort among the WRRC, the Deaf Blind Project, selected consultants and the Pacific jurisdictions. The focus on developing the capacity of local people who will likely remain on the islands for many years is part of an ongoing effort to fill Pacific educational positions with skilled and dedicated personnel.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	8 SEA administrators 8 teachers/aides

YEAR 2

Quarter 1

Participants from AS, RMI, FSM, and ROP attended the Deaf/Blind Institute.

Consultant provided week-long clinic/workshop in Palau and in Guam on Communication Disorders and Using Facilitative Communication with persons with Autism.

Outcome Evaluation Report

"Using Facilitative Communication," Palau and Guam, June - July 1992.

Evaluation Methodology: The WRRC received the consultant's observations about the progress and learning of teachers, aides, parents and students over the course of the week. Seminars focused on specific characteristics of children with autism and developmental delays, and specific intervention strategies. The consultant also conducted individual sessions with specific children to diagnose and demonstrate the use of techniques, and then observed practitioners as they worked with the children.

Evaluation Results: Based on the consultant's report, all the professionals were able to use facilitated communication techniques, could recognize and assess characteristics and work appropriately with the children. Parents also were able to use the facilitated techniques appropriately. At week's end, all participants were reported able to design and use communication boards, schedules and books. Additionally, all trainees were able to use sign language for the approximately 300 common survival signs that students need to learn.

All the students who participated were able to produce written words on a computer using facilitated methods.

This technical assistance provided information and demonstration of ideas and techniques which were known by few, if any, practitioners in Palau. With the trainings, the demonstrations, the practice and the materials, opportunities are increased for children with severe communication disorders.

Quarter 2

LEA staff member from Kosrae, FSM came to Oregon School for the Deaf for a 3-1/2 month internship. He is the teacher of the deaf in FSM and has had no training. He lives at the school, works as an aide in the middle grade class room, and works with the curriculum staff to adapt the Kosrae curriculum to the deaf students. He also has worked in their vocational program and will assist in implementing vocational education for students with disabilities when he returns home. He will be taking home a set of sign language videotapes which he has used to become more proficient in sign language.

Any unexpected and/or interim evaluation information:

This is a collaborative effort among WRRC (who paid for the travel), TRACES (who arranged the internship site); Oregon School for the Deaf (who provided room and board plus training), and Kosrae Dept. of Education (who arranged for a paid leave). It is hoped this will build a link between Oregon staff and this teacher that can be further developed.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (internship)	1 teachers
	6 other (School For the Deaf Staff, TRACES)

Quarter 3

Worked with the communications disorders specialist to respond to requests for more information and sources of materials by workshop participants. Sent information to Palau and Guam SEA for distribution. Arranged for meeting between specialist and SEA director while director was returning from Early Childhood Conference in Crystal City in January.

Met with representative from the Oregon School for the Deaf and School for the Blind and TRACES to discuss practicum opportunities for Pacific teachers.

WRRC staff worked in Pohnpei with Community College of Micronesia, Medical Officers' Training Program, HI-based R & T Center, FSM Health and Education, and Pohnpei State Education staffs to explore possible training options for rehabilitation technicians who could provide therapy to children with disabilities. Current technicians are all located at hospital sites throughout the Western Pacific, many overworked and/or aging out. There is currently no plan for replacement training. More than token training has never been provided for education-based personnel. A plan for a nine month training through College of Micronesia, FSM, which would result in participants receiving a Certificate of Special Education Rehabilitation, was developed.

An additional meeting between FSM LEA staff and WRRC staff with the director of the Pacific Medical Officers' Training Program resulted in an agreement for special education to work with recent graduated doctors of the MO program. Support would be provided for selected MOs to receive additional, short-term specialty training in pediatric rehabilitation. These MOs would continue after training to work closely with special education.

Any unexpected and/or interim evaluation information:

Palauan teachers who attended the Deaf/Blind Institute assisted at the Palau Parents' Network Conference by leading small group work sessions in sign language and sharing what they had learned.

Parents in the Marshall Islands, who had participated in the parent training and then received information and materials to use with their teenage daughter who is deaf, used the materials to teach sign language to their family and went to the SEA director to advocate for appropriate services for their daughter.

As a result of the positive experience of the Kosrae teacher in the practicum experience at the School for the Deaf, the Palau SEA director requested WRRC assistance in setting up a similar experience at the School for the Blind for one of his staff. His teacher will begin a three month practicum at the Oregon School for the Blind in late March. As before, this is a cooperative activity. WRRC provides logistics arrangements and is the mainland contact, Palau SEA provides a paid leave, expense stipend and travel, the Oregon School for the Blind provides the practicum site, lodging and meals and TRACES provides the initial contact and arranges off campus visitations to regular school programs for students with blindness and deaf/blindness.

Following up the consultation in Palau on facilitative communication, the Palau SEA director spent a day in Oregon with the communication disorders specialist visiting programs and getting answers to questions sent by his speech therapist and parents. Palau is arranging to contract with the specialist to return to Palau for a longer training workshop this summer. This is another example of WRRC supporting the initial training and then enabling the SEA to continue on its own. Also, linking this visitation by the SEA Director to the Early Childhood Conference (paid by NEC*TAS) resulted in a sizable cost savings in air travel for the WRRC.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
4 consultations	4 SEA administrators 2 LEA administrators 3 teachers 6 related serv pers 5 other [TRACES, IHE, M.D.s]

Quarter 4

Additional requests have been received from Chuuk State, FSM and Pohnpei State, FSM for assistance in setting up practicums at mainland schools for the deaf and schools for the blind. They are able to provide some or all of the financial support, but need help with logistics, setting up the practicum and maintaining contact and support for its duration. The current placement of a teacher from Palau at the Oregon School for the Blind is going well. The teacher relates that she is learning a lot and getting to work with a variety of students whose degrees of disability vary.

Throughout the emerging jurisdictions of the Pacific, small populations and limited staff training make meeting the needs of children with low-incidence disabilities very difficult. The activities under this task assisted SEAs and LEAs to meet the needs of those students who are blind, or deaf, or have physical disabilities.

This need continues. Training requests continue on an island to island basis. The work with other agencies to plan Pacific based training for providers of related skills is underway and a course is planned for College of Micronesia, FSM beginning in the fall of 1994.

Any unexpected and/or interim evaluation information:

A letter was received from the Kosraean student who had attended the Oregon School for the Deaf in the fall. He reports that 1) he has to work hard to keep ahead of his students who are eager to learn many signs, 2) he is teaching the parents of the deaf students to sign as well, and 3) the people of Kosrae think sign language is beautiful.

Palau's SEA has contracted with the communication disorders specialist to provide a week's follow-up training for staff and to evaluate students and assist the speech clinician in setting up IEP objectives for them. WRRC staff will assist in the workshop activities. This is another example of a WRRC activity being well received and taken over by the SEA at its own expense.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
4 consultations	2 SEA administrators
	3 LEA administrators
	3 teachers
	4 other (School for Deaf, School for Blind)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	1 teachers
	1 other(School for Blind)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	3 SEA administrators
	4 LEA administrators
	2 related serv pers
	5 other (RRTC, MO)

Outcome Evaluation Report

An oral report was received from the Palauan teacher who had completed an 11 week practicum at the Oregon School for the Blind. She reported experiences with children with a wide range of ages and levels of visual impairment. She had worked in vocational settings and recreational settings as well as academic. Already, she had sent the SEA director catalogs and a list of materials to order to allow her to implement what she had learned. She had made contact with several suppliers of Braille materials and had greatly improved her skill at Braille, which had previously been only self-taught.

While at the school, she corresponded with a Palauan student in Braille several times. He knows only letter for letter spelling and she was eager to get back to Palau and begin teaching him contractions and a faster way to do things. She also has new ideas about helping him improve his mobility.

Her assessment of this practicum was that it was very good for her. She outlined how she would help her students and also be a resource to other students on outer islands who are blind and have never before been served.

This activity was funded by Palau SEA with logistics assistance and on-the mainland support by the WRRC and placement support by the Oregon School for the Blind. As a collaborative activity, it was very successful.

Follow-up Evaluation: Increase skills of Pacific staff serving students with low-incidence disabilities, through the Pacific Deaf-Blind Institute.

Evaluation Methodology: Interviews were conducted with the SEA directors from each of the jurisdictions which sent teachers and service providers to the Deaf Blind Institute. Information was solicited on satisfaction, application and any changes attributable to the services.

Evaluation Results

(RMI) The people who attended felt good about it; they wanted to come back (home) and implement what they learned. They have used the vision and hearing tests for screening kids during childfind procedures. As a result of these new screening strategies, they found kids who needed special help.

(FSM) Kosrae State sent a teacher of the deaf to attend the OR School for the Deaf to learn skills to improve services to students with deafness. Links forged between the teacher and teachers at the OR School for the Deaf and with Oregon's COPE project provide an ongoing means to assess application and impact from this practicum. In letters, the teacher reports using the skills he learned: "About my deaf students, they're working hard and they've learned a lot of signs already. I have also taught their parents and their family members signs or the same signs I've taught these kids. My students are learning fast so I have to practice hard." "I've shared with the Kosrae Special Parents' Network members the materials you gave me from your office. They say these are very helpful information which they couldn't find here on Kosrae. "

(GU) The SEA Director considered the WRRC's role (supporting one participant to the institute) to be fairly minor, and any impact would be difficult to track back to the role of WRRC. The SEA plans to continue training for participants at the DB Institute this summer and teachers are using some of the training this institute provided.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** RES

STATE/NUMBER: MU06 **Contact Person:** Eileen Hughes

NEED/ISSUE:

Consumer perspectives should be an integral component in the planning and design of all major restructuring efforts including "break the mold" schools and other activities of America 2000 and state design teams. This perspective needs to be highlighted at an early stage in the work of these groups to have an impact on the planning process and eventual product(s) of these restructuring efforts. The perceptions and opinions of students with special needs are particularly important at this early stage to insure approaches that emerge are inclusive of all students. States and design teams have a need for information that highlights this perspective.

ACTION PLAN:

Objective **1.** Development of an initial stimulus document, reflecting the perspectives and opinions of students with disabilities, for distribution to state design teams and SEA directors. The initial document may also be used to inform the design of subsequent objectives with a broader consumer and/or policy focus.

Activity 1.1 Identify major questions to be asked.
1.2 Identify and select consumers and consumer groups for focus groups and/or interviews.
1.3 Record and transcribe results and identify major themes and perspectives.
1.4 Establish work group to distill results and to develop document(s) for dissemination.
1.5 Distribute product(s) to SEA directors, State design teams and interested others.

Objective **2.** Development of additional product(s) reflecting a broader consumer focus and/or related policy issues.

Activity 2.1 Using major themes identified in Objective 1, interview nationally recognized key informants representing consumer and educational perspectives.
2.2 Analyze results and develop additional products.
2.3 Disseminate product(s).

PROGRESS ATTAINED

Quarter 3

The WRRC work group for this activity generated major questions to be addressed and identified potential participants. A project plan is in the process for human subjects review.

Quarter 4

The proposed plan for the "Consumers and Schools Project" cleared human subjects review in early April. A project brochure was developed and distributed to advocacy groups and other potential participants. Potential interviewees were identified and two focus group interviews were planned and conducted in late April. Additional focus groups are planned for the first two weeks of June. Planning continues for the conduct of additional focus group and individual interviews and the assignment of staff to various project activities.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 other (focus group interview sessions)	18 other (consumers)

YEAR 2

Quarter 1

Two more consumer focus group interview sessions were arranged and conducted in June. WRRC staff are continuing to contact various organizations and individuals to identify additional groups for interview. Project staff also began the process of analyzing the transcripts from the first four focus groups, identifying emerging themes, and developing protocols for standardizing future analyses. Preliminary results from these four groups were compiled and presented to Western region SEA directors at the WRRC annual directors' meeting in July. Staff continue with planning activities for publication of the project's first product in the fall and later stages of information gathering.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 other (focus group interview sessions)	6 other (consumers)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference	_14_ SEA administrators

Quarter 2

The fifth focus group interview was conducted in October and team members met to determine further participants to contact by mid-January. A typology of codes for data from the five interviews was developed. Initial themes are being categorized and incorporated into a draft for the written product. Individual in-depth interviews will supplement some of the focus group interviews in this second stage of the data collection. In addition, younger students are being contacted to participate in the study.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ other (focus group interview)	_9_ other (consumers)

Quarter 3

A total of 12 interviews have been completed. The data are coded, analyzed and organized around major themes. Team members have received an example of one of the themes for input; two staff are assisting with themes from the literature.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_6_ other (individual interviews)	_6_ other (consumers)

Quarter 4

Two additional interviews were completed making a total of 14 interviews. Data were coded, analyzed and interpreted for themes. The working group adjusted the objectives for this project by developing one document, while leaving open the possibility of expanding this project at a later time and developing additional materials. A copy of the final document, "The Perfect School" is being reproduced and will be distributed to SEA directors and interested others.

Objective 1 and all the accompanying activities were completed. Objective 2 and the accompanying activities were not completed and will be re-considered based on needs of the states.

TYPE OF EVENT:

_1_ publication product

PEOPLE INVOLVED (#s):

_14_ SEA administrators
_7_ other

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** MGT

STATE/NUMBER: MU07 **Contact Person:** Jane Storms

NEED/ISSUE:

All states and jurisdictions need to fully understand the changes in the final IDEA regulations and quickly disseminate the information to LEAs.

ACTION PLAN:

Objective 1. By 12/92, or whenever the final regulations are released, all WRRC program staff will participate in a seminar to learn about the new IDEA requirements.

Activity 1.1 Specify seminar components and process by 9/15/92.
1.2 Identify potential expert trainers by 10/31/92.
1.3 Contract with the trainer as soon as the final regulations are released.
1.4 Conduct seminar with all WRRC program staff.

Objective 2. By 12/92, or whenever the final regulations are released, disseminate final regulations information to WRRC states and jurisdictions.

Activity 2.1 Identify organizations who plan to prepare syntheses or analyses of the final regulations (e.g. NASDSE, LRP).
2.2 Disseminate above to all states as soon as it is available.
2.3 By 2/92, conduct a seminar with WRRC states to inform them of new requirements.

Objective 3. By 5/93, provide individual states with assistance in implementing new IDEA regulations upon request.

PROGRESS ATTAINED

YEAR 2

Quarter 2

Attended the Northwest Law Conference to gather pertinent information to share with our states. Secured the assistance of an attorney to assist in analyzing the final IDEA regulations and training WRRC staff which occurred immediately following the release of the final regulations. WRRC staff included an LEA director in the training to help focus some of the issues on local concerns. The WRRC sent a complete copy of the final regulations to all Region 6 SEA directors within days of the release and confirmed the series of four teleconferences with WRRC SEA directors to further discuss and respond to questions about IDEA. The series includes the following topics: Overview of the Final Regulations: Implications for States, Assistive Technology, Transition, and Monitoring.

Prepared synthesis papers on key elements of IDEA: an overview, assistive technology and transition.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	1 LEA administrators 8 other (WRRC staff)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	10 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 publication product	14 SEA administrators

Quarter 3

The WRRC has targeted five of its monthly Directors' calls to IDEA and its implications for states: legal issues (June '92), IDEA overview (November '92), transition (December '92), assistive technology (January '93), and monitoring (February '93). These teleconferences serve as continuing timely opportunities to update SEAs and support exchange of information among states. For more detail see progress reports for Objective 5: SEA Director Monthly Conference Calls.

This TAP, having achieved its objectives, is complete.

Any unexpected and/or interim evaluation information:

Benefits from these teleconferences can extend beyond immediate SEA use. For example, Oregon disseminated the analysis of IDEA legal issues. This document was prepared for the WRRC by a consultant and was attached to the SEA Directors' bimonthly "memo packet" to all LEAs.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC
Descriptor: MGT

STATE/NUMBER: MU08
Contact Person: Jane Storms

NEED/ISSUE:

There is a need to explore alternative forms of training staff and communicating on-going information with Pacific jurisdiction staff in order to reduce airline travel. Increasing airfare costs and time away from the office increase the need for alternatives to actual travel. There is a need to provide more frequent training opportunities in order to actually implement new skills and strategies. There is a need to explore technical capacity in all of the Pacific jurisdictions.

ACTION PLAN:

Objective **1.** Hire a consultant to coordinate this NATAP by 11/15/92.
  Activity 1.1 Identify potential consultants.
  1.2 Contract with consultant.
  1.3 Delineate activities.

Objective **2.** Delineate needed technical capacity for simultaneous text voice communications between the University of Oregon, Saipan and Hawaii by 5/31/93.
  Activity 2.1 Review information collected thus far at WRRC.
  2.2 Collaborate with U of O Telecommunications experts to identify potential capacity and strategies.
  2.3 With U of O telecommunications expert, visit Hawaii and Saipan to determine current capacity.
  2.4 Explore distance education opportunities currently available in other states, especially CA, AZ, and AK.

Objective **3.** Conduct demonstration follow-up to CNMI cooperative learning training.
  Activity 3.1 Compile a synthesis of and set of recommendations for increasing the capacity of SEA.
  3.2 Develop a plan for increasing telecommunications options by 5/31/93.

PROGRESS ATTAINED

YEAR 2

Quarter 2

Established a time for a teleconference with consultant and Saipan teachers who were involved in the October 1992 cooperative learning training. Simple teleconferencing between two sites will be conducted in December 1992. Additional strategies are still being explored but necessary equipment and personnel support are currently lacking.

TYPE OF EVENT:

_1_ consultations

PEOPLE INVOLVED (#s):

_2_ SEA administrators
_2_ other (PEACESAT operators)

Quarter 3

Due to scheduling conflicts with Saipan teachers who were involved in the October 1992 cooperative learning training, the teleconference with the training consultant was canceled. Attempts to reschedule have thus far been unsuccessful. Additional strategies are still being explored but necessary equipment and personnel support are currently lacking.

Information was collected on current distance education strategies. Application to the Pacific was explored with two SEAs.

TYPE OF EVENT:

_3_ consultations

PEOPLE INVOLVED (#s):

_3_ SEA administrators

Quarter 4

The original need still exists. The activity design was based on: a need to explore alternative forms of training staff and communicating on-going information with Pacific jurisdiction staff in order to provide more frequent training opportunities in order to actually implement new skills and strategies and to explore technical capacity in all of the Pacific jurisdictions.

Attempts to conduct on-going teleconferences with CNMI teachers trained in cooperative learning strategies have been unsuccessful due to scheduling complications in Saipan. Such difficulties further demonstrate the need for creative, alternative strategies to provide on-going support to trainees. Alternatively, the WRRC has provided frequent consultation with SEA staff to troubleshoot areas of concern and support implementation of the strategies.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators

Outcome Evaluation Report

Evaluation Methodology: WRRC staff interviewed the SEA director and assistant director. Questions focused on unanticipated outcomes, additional steps required to achieve implementation, and what will occur as a result of this activity.

Evaluation Results: Both SEA staff expressed frustration that several attempts to schedule teleconferences with the training consultant and teachers who participated in the original training have been unsuccessful. Teacher work hours have been the primary barrier. Despite the fact that this follow-up activity has not occurred as planned, teachers are using many of the strategies they learned in the original training. The frequent phone conversations between WRRC staff and SEA staff have kept the issue alive and have encouraged SEA staff to work with CNMI teachers individually. Alternative options for on-going training such as use of video training tapes accompanied by print materials and the opportunity for the trainer and teachers to interact via fax have been suggested and will be pursued.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC:	WRRC	**Descriptor:**	FAM
STATE/NUMBER:	MU09	**Contact Person:**	Shirley Coale

NEED/ISSUE:

SEAs in the Pacific want to support the Parents of children with disabilities in their efforts to organize into groups which support themselves, their children, and the special education program.

ACTION PLAN:

Objective **1.** On-Island support will be provided to SEA/LEAs to assist their parents (5/93).

Activity 1.1 WRRC staff will work with parents and parent leaders when on island for other TA work.

1.2 Information will be provided to parent leaders that can be used with parents locally.

Objective **2.** Teams of parents from each SEA/LEA will attend the TAPP Western Regional Conference in Billings, Montana (5/93).

Activity 2.1 Staff will work with Parent Leaders and TAPP to plan for meaningful attendance and logistical arrangements.

2.2 SEA/LEAs will choose parent leaders to attend TAPP Conference.

PROGRESS ATTAINED

YEAR 2

Quarter 2

A network of parent leaders from the Pacific jurisdictions has been organized. An initial mailing of articles of interest and a network membership list was mailed.

Meetings were held with parents in Majuro and Ebeye in the Marshall Islands and in American Samoa. The SEA director from Palau met with the parents in American Samoa and told about the Palau Parents' Network and how it relates to the SEA.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 information search	12 parents

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 workshop/topical mtg/conference	3 SEA administrators 6 LEA administrators 125 parents 12 teachers

Quarter 3

Regular mailings continue to Pacific Parent Leaders' Network.

Preliminary planning was done with the TAPP Western Regional Director for coordination of Pacific Parents' participation in the TAPP Western Regional Conference in Billings, Montana in late April.

WRRC staff participated in the TAPP Annual Meeting in Washington, D.C. in January and networked with PTI directors from around the Western Region.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	6 parents

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 information search	12 parents

Quarter 4

Twelve parent leaders from Pacific Jurisdictions participated in the TAPP Western Conference in Billings, Montana in late April and Early May. The parents assisted WRRC staff in presenting an interactive workshop on "Using Role Plays to Teach Parents about IEPs." Additionally, they met with the TAPP staff responsible for funding experimental programs for rural and urban projects and got information about applying for such funding.

Regular mailings continue to Pacific Parent Leaders' Network.

Parent involvement and activity around the Pacific is increasing. Parent groups in CNMI, Pohnpei State, FSM, and American Samoa are organizationally at a point of having by-laws, seeking a government charter, and going after external funds. All three of these groups have received support from the WRRC in the form of training, information, participation in meetings, and general communication through mailings, on-island consultation, and phone/fax. Programs in Palau and Guam are almost self-sustaining at this point with independent funding for programs and travel; they only occasionally request WRRC assistance. Ebeye, Marshall Islands parents are just beginning to meet together. In other islands of FSM, Chuuk, Kosrae, and Yap, much work still remains to be done and continued support will be needed.

Working with parents throughout the Pacific has been a long-range activity for the WRRC. Coming from cultures which had no model for a support group that reached across families, clans, and castes, the parents have had to find their own ways to organize and reach out. Breaking down the barriers of shame and guilt placed by their traditional cultures on disabilities, parents have had to bring their organizations into the public view. This, like everything in the Pacific, takes time, but it is happening.

Any unexpected and/or interim evaluation information:

Pohnpei State paid for three additional participants to the TAPP conference, including parents of kids with disabilities, one of whom is a legislator and another, a grant writer. Their commitment to supporting the development of a parent group was well demonstrated.

The parent leader from Ebeye, Marshall Islands acknowledged the receipt of the regular mailings to parent leaders. He reported that the LEA director and the school principal assisted him in translating some of the materials into Marshallese and printing and distributing them to parents.

One parent leader from Saipan, CNMI called to acknowledge the receipt of the regular parent mailings. He reported that the SEA maintains an area where the parents can keep such material and access them for meetings and sharing with other parents. (See more information about CNMI in CNMI03 (FAM) report.)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference	_40_ parents

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ information search	_12_ parents

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** AST

STATE/NUMBER: MU10 **Contact Person:** Patti Barkin

NEED/ISSUE:

There is a need to lead states in the area of assistive technology as defined by the proposed IDEA regulations. States will be determining strategies to come into compliance with the new regulations which define assistive technology device and assistive technology service.

ACTION PLAN:

Objective 1. Develop a network of SEA staff with responsibility for Assistive Technology (AST).

- *Activity* 1.1 Identify and contact the eight SEAs' consultants.
- 1.2 Contact the five Technology-related Assistance to State projects.

Objective 2. Conduct regular teleconferences among WRRC state AST specialists through 5/93.

- *Activity* 2.1 Update existing information and expand the WRRC database on AST.
- 2.2 Provide information to SEAs on relevant issues concerning policy development on AST.
- 2.3 Identify and announce meetings and presentations of interest to states.
- 2.4 Conduct teleconferences.
- 2.5 Exchange information with other RRCs

Objective 3 Conduct teleconference on Assistive Device for the region's SEA Directors (12/92).

- *Activity* 3.1 Review past information searches on Assistive Technology.
- 3.2 Prepare stimulus materials for teleconference.
- 3.3 Solicit feedback from Directors on benefit of call information and areas to pursue.

Objective 4. In conjunction with the Technology and Persons with Disabilities Conference (3/93), plan and conduct a meeting of the SEA AST consultants.

Activity 4.1 Survey states for potential interest.
4.2 Support attendance.
4.3 Provide follow-up assistance.

PROGRESS ATTAINED

YEAR 2

Quarter 2

Identified SEA consultants with responsibility for assistive technology devices and services. Conferred with each individually and conducted a teleconference with nine states and jurisdictions. Technology-related assistance to states projects were invited to participate.

Provided information packets including information on relevant issues concerning policy development on AST and the final IDEA regulations on assistive devices and services. Responded to individual information requests regarding conferences, access issues, lending libraries and state policy guidelines.

Expanded WRRC database of Assistive Technology information and prepared stimulus materials for SEA Directors' teleconference.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 linking SEAs	9 SEA administrators 5 related serv pers

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	9 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
4 information search	9 SEA administrators

Quarter 3

Planned and conducted three teleconferences for the SEA Assistive Technology consultants from ten states and jurisdictions. Continued the exchange of information throughout the RRC network.

The December teleconference reviewed the final IDEA regulations with particular attention to the development of the IEP. The discussion led to the identification of assessment, as it applies to this process, as the next topic of interest. To respond to this topic, the WRRC invited Dr. Pat Mirenda to make a presentation on the January call. Participants received two chapters from her book on this topic, as well as the four OSEP letters of clarification on assistive technology use and the final IDEA Assistive Technology Sections and Comments paper compiled by WRRC staff.

The February teleconference highlighted two states (AZ, AK) who have assessment instruments that were developed through their technology centers. The materials packet included information on the projects as well as other national models. Plans were completed for five participants to meet at the CSUN Technology and Persons with Disabilities Conference in March.

Set date and began planning the April call which will highlight OR SEA and its role in providing assistance to the LEAs as they develop procedures for implementing IDEA. WRRC staff will compile information relative to assistive technology and the monitoring process.

Any unexpected and/or interim evaluation information:

These teleconferences provide an effective, efficient and low cost opportunity for states to link and learn from one another on issues of common interest. Several state assistive technology consultants have indicated how important and timely the information is that they receive both on the calls and in the materials packets that are mailed. One consultant stated that she counts on the WRRC for the most current information on AT. "You have been the most timely in providing the information I need," she recounted.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 linking SEAs	10 SEA administrators 5 related serv pers

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 information search	10 SEA administrators 5 related serv pers

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	2 SEA administrators 1 related serv pers

Quarter 4

Activities 4.2 and 4.3 were canceled due to lack of staff and fiscal resources.

Provided two information packets and conducted two teleconferences for the SEA Assistive Technology consultants and AT project directors from eight states and one jurisdiction. The April teleconference provided the participants with an overview of the IDEA regulations, implications for state regulations, legislation and future monitoring. Oregon's guidelines for technical assistance to LEAs were highlighted. The May teleconference discussed practical applications of AT with students with mild disabilities.

Compiled a list of questions that policy makers need to ask about implementing the AT components of the IDEA. Continued the exchange of information throughout the RRC network.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 linking SEAs	9 SEA administrators 5 related serv pers

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_ information search	_10_ SEA administrators _5_ related serv pers

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ consultations	_1_ SEA administrators

Outcome Evaluation Report

Summary of Evaluation Methodology: Written evaluations from the participants in the WRRC Assistive Technology network were gathered after the last teleconference. Items included rated measures and open ended questions.

Evaluation Results: Participants representing seven of the ten states and jurisdictions responded (70%).

Below are the mean scores for the scaled items (1-low, 5-high).

	Mean score
1) How well did you like the teleconferences?	4.28
2) Was the information provided appropriate?	4.28
3) Was networking with other Specialists useful?	3.52

Respondents indicated that the information provided has been useful to:

- share with others in the state who have similar interests
- work with consumers and educators to improve AT access through PL 94-142
- update district special education directors
- pass it on to LEAs that call for answers to AT questions
- contact other SDE contacts to discuss issues
- turn over assessment materials to program consultants
- share with project team members and others here at the Institute
- assist in developing curriculum for training LEA staff
- promote more participation by the Special Education Branch with Department of Rehabilitation
- develop similar models

The following responses indicate the extent to which individuals are using/ applying the network:

- I haven't contacted the other people on the teleconferences but we are beginning to use teleconferences for training purposes.
- Have tied in related personnel in the state on appropriate topical material, i.e. aug. comm.
- I haven't networked with other state "specialists" but frequently have communication with (person) in the state (as a result of the network).
- I now have a list of names to call and bounce things off of.
- At present I have simply cataloged this but will, in the future, be contacting others for materials.
- Will soon ask network to address accessible document design by publishers.
- Haven't contacted anyone yet.

Comments from respondents on unanticipated outcomes, either positive or negative, as a result of WRRC assistance:

- I appreciate receiving articles and up-to-date information.
- Contacts to resolve a tricky Section 504 issue for non special education student - confidentiality issues make in-state networking difficult.
- A number of "Aha" experiences happened. "That might work!" "Great idea!" types of stuff.
- The positive effect was to assist us in developing AT evaluation procedures.

Respondents offered the following suggestions in response to the inquiry of what might be done differently in the future.

- What I found somewhat challenging was to have "administrators" on-line who are at the top level in the state when their interests or knowledge level was different than people working "hands on."
- I would like to see the results from other people's questionnaires.
- I like the idea of topics for each session.
- I know there isn't time, but it would be nice if there was a very brief sharing of what each state is currently doing -- oral format since sometimes we don't seem to have the extra time to write out what we're doing.
- I would like an every other month teleconference due to time constraints.
- Might alternate with training staff.
- Not quite so frequent calls. Once a month was too much. Once a quarter would be better or something in summer.
- Might be really nice to get together a "vendor fair" for all the western states.
- Provide a survey of potential topics to begin the "Conference Call Year", to set an agenda of topics.
- Address national/international standards for books on diskette, ADA as related to publisher's responsibilities.

- Use an electronic bulletin board system to post issues for discussion and interaction at regular intervals. Inputs can be made at convenient times without scheduling difficulties.

Additional comments from the respondents:

- I find having notable-people in the field on the conference, i.e. Pat Mirenda was very successful.
- Again - I appreciate the opportunity to take advantage of expertise throughout the region and at the WRRC, due to the fact that AT is only a portion of my job responsibilities.
- Keep it up! It (conference calls) has assisted me greatly!
- Thanks for the opportunity to participate.
- I regret that I wasn't available all the time due to vacation or being literally on the road or in mid-air at the time. I would like to see them continue.
- Thanks for all your hard work! You've done a great job!

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** ADJ

STATE/NUMBER: MU11 **Contact Person:** Anita Pierce

NEED/ISSUE:

States in the region need information and leadership in the development o improvement of programs and services which are offered to students with disabilities in prisons or detention centers.

ACTION PLAN:

Objective 1. Conduct teleconference on services to adjudicated youth for the region's SEA Directors (11/92).
Activity 1.1 Review past information searches on adjudicated youth.
1.2 Contract with J. Kincaid for discussion paper on SEA responsibilities for ensuring services to this population.
1.3 Solicit feedback from Directors on benefit of call information and areas to pursue.

Objective 2. Produce a Topical Update which includes SEA obligations, effective coordination strategies and current programs, and a description of resources (2/93).
Activity 2.1 Conduct search to augment information gathered for the call, and to address new areas identified by the Directors on the call.
2.2 Attend conference in Phoenix on adjudicated youth (10/92).
2.3 Compile and synthesize information; determine contents and format; complete document.
2.4 Distribute Update to region, other RRCs.

Objective 3. Conduct regional forum on issues around services to adjudicated youth (4/93). This forum for state staff involved with adjudicated youth will be combined with the forum for state transition staff under MR04 TRN.

Activity 3.1 Design meeting around areas of interest or emerging needs for SEA staff involved in services to adjudicated youth and SEA staff with responsibility for transition services.

3.2 Conduct and evaluate conference.

PROGRESS ATTAINED

YEAR 2

Quarter 2

The regional SEA Directors' call on adjudicated youth was very well attended. A discussion paper focusing on regulatory requirements, court actions and OCR and OSEP letters was provided each SEA before the call, and then questions and issues were raised by participants. SEA staff described the current status of programs in their states and discussed priorities for WRRC attention, both in the form of information for the Topical Update on adjudicated youth, and for the focus of the upcoming forum on this topic.

At least one state in our region is developing policies and procedures, with the Department of Corrections, for educational services to students with special needs who are in correctional facilities. The WRRC has been invited to participate in this process and attended the first meeting. WRRC staff also met with the SEA person in charge of "adjudicated educational services" to further explore the topic and get information on what would be (and would have been) most helpful to state staff working in this area.

The WRRC has done extensive searches of the literature to help define the current issues from a national perspective, and to help frame the scope of the Topical Update to address the current concerns in the region. Contacts have been made with experts in the field, with questions about critical areas to focus on. This information will be used both for the Update and for the forum, which is designed to connect special education and corrections staff from the states to hear current issues and trends, and to begin a dialogue designed to support further program development in each jurisdiction.

Any unexpected and/or interim evaluation information:

The extent of attendance and participation on the regional Directors' call attests to the importance of this issue, and the success of meeting a critical information need.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_ consultations	_6_ SEA administrators _2_ LEA administrators _9_ other (Dept of Corrections staff)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ consultations	_13_ SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ publication product	_14_ SEA administrators

Quarter 3

The Topical Update, *Corrections Connections: Special Education in the Criminal Justice System*, was completed and the forum by the same name which focused on adult correctional facilities was conducted during this quarter. Both of these activities were designed to assist state education agencies increase appropriate programs and services for youth with disabilities who are incarcerated.

The resource document contains an analysis of cases and agency findings, regulatory requirements, examples of interagency agreements and current practices, resource connections (organizations, projects and people), annotations on many articles of note, and an extensive bibliography of literature in this field. Contributions to the document and ideas to help us plan the forum were solicited nationally, and began the increasingly wider array of information to which the WRRC had access.

The forum focused specifically on the issues of serving youth with disabilities incarcerated in adult correctional facilities. This strand was identified by the state directors of special education in the region as a high priority, challenging because its educational focus does not readily integrate with the purpose or priorities of a correctional institution. The forum was attended by representatives from seven states and two territories. Although only one person (education) attended from each of the two territories, every state had representation from both the state education and the state corrections departments. Planned outcomes for the meeting included increased knowledge of requirements and program options, state team leadership development and program development exchanges across states. Nationally known experts in corrections education (one in special education, another a warden in a state penitentiary, one an advocacy attorney) presented issues, contexts and possibilities for improving corrections education. Additional expertise was represented by an attorney formerly with OCR and an SEA, and two people from participating states, one in education and the other in corrections, speaking to their particular applications. The forum was very successful and well received by participants (see Outcome Evaluation Report, below).

Recommendations were made by the group for next steps: increase involvement of higher ranking officials, consider regional efforts in systematizing some aspects of corrections education (records transfer, inmate tracking, etc.), keep the information and the connections with peers going for continued support and progress. A teleconference is scheduled for April to discuss some issues raised in the forum, and to explore strategies for raising the visibility and importance of this component of special education delivery with policy makers in both education and corrections in each state in the region.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	11 SEA administrators 2 LEA administrators 9 state corrections administrators 2 local corrections staff

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
80 publication product	35 SEA administrators 2 LEA administrators 9 state corrections administrators 3 local corrections staff 18 other (education, corrections agency personnel from other states, from corrections education projects, etc.) 12 other (OSEP, RRCs)

Outcome Evaluation Report

Corrections Connection: Special Education in the Adult Criminal Justice System. Monterey, CA. February 28 - March 2, 1993.

Evaluation Methodology: Participant input was solicited during a teleconference midway through the planning for the forum; comments about the nature of the activities and other people's perceptions of them were tracked during the course of planning the forum and compiling the Topical Update; WRRC staff observed participant interactions and received comments from them during the forum; and immediate feedback was solicited from participants at the conclusion of the forum.

Evaluation Results: The teleconference helped the forum planning by scaling back in general ("too much to do in three days," "make sure we meet fewer outcomes fully") and then targeting specific areas of need for the group to better understand and use the information. A significant change in the agenda was to accommodate an IDEA/504 segment so that corrections staff could better build a special education context, and for special education staff to better understand regulatory and application differences between IDEA and 504 with regard to students with disabilities in adult correctional facilities. This change also enabled the WRRC to feature one of the participating states which had done extensive work writing basic primers to inform people in the field about IDEA.

While working on the Topical Update and the forum, we received comments from other states, projects, RRCs and individuals about the timeliness and importance of this topic, including several requests to attend, present or at minimum receive a copy of the document from people who had peripherally heard about the efforts.

Participation, interactions and comments from people attending the forum were consistently positive. The meeting format was orchestrated to balance receiving information with adequate time for questions, discussion and state team meetings about the particular application of each segment to their corrections education system. Participants appreciated the information, much of which was new, appreciated the speakers - particularly that both education and corrections were represented in the presentations, contributed their own experiences and ideas for how to move ahead, and particularly commented upon the opportunities to meet in state teams and with colleagues from other states as yet another resource to support them individually and within their respective systems to make changes. In three of the seven states, the state team members met each other for the first time at this forum.

Evaluation rankings were high for meeting the outcomes of information, networking and teaming opportunities; less on the extent to which they could lead in their state's activities for effective correctional education programs. Participants rated the quality of the information, the presenters, and the meeting sessions very high.

Evaluation Summary

(we received 20 responses)

I. How well we met our outcomes (mean ratings):

	missed the mark (1)	right on! (4)
increased knowledge of programmatic issues in correctional education		3.68
increased understanding of what's needed to lead correctional education initiatives and programs		3.35
formation of state "correctional education leadership" teams		3.2
state team action plans to further collaborative planning and program development		3.55
initiation of a network of regional correctional education leaders		3.50

II. How well we balanced opportunities for a) hearing information and b) asking questions and interacting with colleagues from other states:

A. Information

1. 2 participants thought there was **too much** information.
2. 17 participants thought the amount of information was **just right.**
3. 1 participant **expected** to get **more** information.

B. Interactions

4. No one thought that we spent too much time with each other, not enough time with the presenters.
5. 18 participants thought there was **enough time** to ask questions and interact with other states.
6. 2 participants wanted **more time** to ask questions and interact with other states.

III. Selected comments from participants on the significant points learned from the presenters:

Nelson

Special education will be/is a part of the Correctional Education System. We have support.

Information concerning the importance of correctional education programs' recognition as an LEA.

The fact that IDEA is real, is the law, we'll have to deal with it, if not today, more expensive tomorrow.

Special education perspective and issues in meeting the intent of the law - appreciated the point by point format of presentation.

Very knowledgeable about both ends of the spectrum - corrections & education.

Books - special ed perspective on corrections.

Breadth of experience & commitment.

Littlefield

The reality of the corrections environment.

Driving forces behind the corrections agenda; realistic view of corrections.

Reinforced many of the concepts on correctional education and prison operations. A pleasure to see a warden concerned about the education in prisons.

His statements on what's real in the priorities of correctional administration - his balancing of institutional priorities.

Practical - straightforward but open.

DOC perspective that would have been impossible without him.

Kincaid

The excellent description of the four major areas.

Legal viewpoint and perspective helps with implementation and planning.

Good review of the literature - perspective that we can change - OCR point of view.

Knowledge of connection between 504 and IDEA!

The paper, her humor, her expertise in answering questions.

Excellent presentation and supportive information.

Warboys

Clarity of what needs to happen for individuals/corrections in terms of special education and litigation.

We are not going to get out of this, so we must do it!

Very useful organization of crucial triggers for litigation.

Very knowledgeable in the field and presents it well. I learned a great deal from his presentation.

Yes, "it" does apply!

The issues list and his willingness to answer questions.

IV. On the scale we provided, there was a fairly wide spread for where people considered themselves to "enter" the meeting, but people got closer on the marks for where they were when the meeting was done. Generally speaking, people "arrived" somewhere within the heavy borders and "departed" in the double outlines. People reported individual gains in information and application and the cumulative displays progress for everyone.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
I have an inkling			I know enough to want more		I know how to plan for changes				I know how to make changes happen

V. Premeeting arrangements:

The teleconference was helpful to those people who were able to be on it; not everyone was. Those who did participate, however, considered the telephone input to have a positive effect on the meeting agenda.

The only improvement to the travel planning would have been arranging for a shuttle, which we realized as soon as we got there!

VI. Overall, the conference was rated 4.73 on a 5-point scale

Other comments mentioned the good balance of work time and surroundings time, the quality of the sessions, the experience and the facilitators, and the desire to do it again. The tone from this section was extremely positive.

Quarter 4

Several information packets and one teleconference among participants from the Monterey meeting was the assistance provided this quarter. The first packet contained follow-up information from the meeting which had been requested by participants; the second mailing was of assorted articles and resources which had come to the WRRC's attention.

In the second package was the final version of the State of Oregon's *Procedures for Special Education in the Department of Corrections*, a joint effort of the DOE and DOC to provide guidelines for operating programs for youth with disabilities operated by the DOC. Modeled in format after the DOE's special education guidelines for LEAs (produced under an OR-WRRC technical assistance activity 1989 - 1991), the document displays federal and state regulations alongside sample actions and procedures for compliant DOC programs.

The teleconference provided an opportunity for meeting participants to update each other and the WRRC on progress since February. Two state DOC representatives presented basic IDEA and Section 504 information to the quarterly meeting of corrections superintendents from Alaska, Washington, Idaho and Oregon, using materials from the meeting and overheads which the WRRC developed expressly to support these two people in their presentation. Their feedback was the presentation had gone very well, and now they had an agreement on the importance of training and providing assistance to corrections program staff to better address the needs of inmates in need of special services. Other state participants in Monterey reported that they had moved along on their action plans: in AZ they were awaiting signature on a joint agreement between DOE and DOC about how to proceed with improving programs; from CA, some of the participants were presenting on corrections special education at the LRP Law Conference in Miami; AK is moving on its interagency agreement; WA has held more joint meetings to discuss actions considered in Monterey.

The objectives for this NATAP were all met.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_ information packets	_12_ SEA administrators _4_ LEA administrators _18_ other (Dept of Corrections staff)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ consultations	_5_ SEA administrators _4_ other (Dept of Corrections staff)

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC:	WRRC	**Descriptor:**	ECH
STATE/NUMBER:	MU12	**Contact Person:**	Eileen Hughes

NEED/ISSUE:

To support SEA in improving early childhood systems. To respond to SEA's requests for assistance in improving early childhood programs.

ACTION PLAN:

***Objective* 1.** To access information and resources from other RRC's.
  Activity 1.1 Initiate contact to determine activities of other RRC's Early Childhood specialists.
  1.2 Convene meeting with RRC's at DEC Conference.

***Objective* 2.** To initiate a network across the region.
  Activity 2.1 Meet with liaisons from WRRC regarding state needs.
  2.2 Follow-up from Partnerships for Progress V.
  2.3 Conduct informal needs survey with Part H coordinators, 619 representatives, NEC*TAS Headstart, etc.
  2.4 Develop Status Report for each state to disseminate regionwide.

***Objective* 3.** To overlap needs in Early Childhood with existing WRRC projects.
  Activity 3.1 Talk to team leaders in transition, families, LRE, CSPD.
  3.2 Support development of Early Childhood issues in existing projects as determined in Objective 3.1.

PROGRESS ATTAINED

YEAR 2

Quarter 2

Contacted RRC early childhood specialists by phone to introduce and obtain suggestions on role in RRC. Arranged an informal meeting with other RRC early childhood specialists at DEC conference. Initial contacts were also made with some Part H and 619 representatives to renew the network and obtain topics of interest for future teleconferences. A meeting for regional representatives at the OSEP/NEC*TAS meeting will be arranged in January.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
8 other (telephone contact)	8 other (Part H; 619)

Quarter 3

Held meeting with Part H and 619 representatives in January. Established topic for teleconference in March on transition of services from preschool to Part H. Collaborated with other RRC regarding dissemination of Head Start regulations.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 linking SEAs	1 LEA administrators 15 other

Quarter 4

Objective 1 and accompanying activities: All activities were completed. Contact to other RRCs were made in the first quarter. Periodic telephone contacts and information requests have occurred as deemed necessary. Peggy Stephens was contacted for information related to transition and Head Start. Discussion with Delia Cerpa regarding cultural diversity issues occurred at the OSEP Leadership meeting in April.

Objective 2 and accompanying activities: All activities with the exception of 2.4 were completed. A "Status Report" was not developed as feedback from some states conveyed the report was not particularly useful from past experience.

A network of Part H and 619 representatives was established and two teleconferences focused on the topic of transition from preschool to school-age. For each sub-topic under transition each representative was given an opportunity to respond via an informal survey for questions or issues their state faced. The compiled list of questions and concerns was circulated and the two teleconferences centered on a selected area. Packets of information were disseminated in advance of the conference calls for discussion purposes.

Objective 3 and accompanying activities: The following activities occurred to complete this objective.

Participated in the Pacific Basin Leadership conference, presenting on "Model Preschool Programs" in collaboration with providers in American Samoa and Kathleen Curry Sadao. Observed Head Start and special education programs in Pohnpei. Continued networking with Kathleen Sadao regarding information requests for Head Start (new regulations, interagency agreements). Networked with Alan Taylor regarding observations and to invite his participation with MCH, WRRC, NEC*TAS, for follow-up teleconferences related to the Pacific Basin Leadership Conference.

Attended TAPP conference for western region and worked with parents from Arizona and California and Pacific. Completed an information request by sending materials translated into Spanish to Northern and Southern California.

Outcome Evaluation Report

Objective 2: Usefulness of this multi-state activity is dependent on how well the particular topic addresses an individual's state need or interest. Consequently, mixed reactions were obtained for the conference calls thus far. Some individuals would like further discussion in some areas while others prefer different areas of interest.

Objective 3: Networking has developed with other technical assistance providers as an outcome of these activities.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** MGT

STATE/NUMBER: MR01 SST **Contact Person:** Dick Zeller

NEED/ISSUE:

"Small" states need opportunities to share common problems and solutions in meeting federal requirements for the provision and monitoring of special education programs.

ACTION PLAN:

Objective 1. Assist lead RRC plan and conduct annual small states meetings.
  Activity 1.1 Communicate with Region 6 small states regarding conference topics and participation.
  1.2 Provide information, as necessary, to NERRC and assist in planning the conferences.

Objective 2. Support western region small states' attendance at annual meetings.
  Activity 2.1 Arrange for travel and expenses for participating SEA Directors from Region 6.
  2.2 WRRC Director will participate in the conferences as facilitator to WRRC participating states.

PROGRESS ATTAINED

Quarter 2

The small states conference was held in Whitefish, Montana, September 4 -6, 1991. Nevada and Idaho participated from the WRRC region, along with the WRRC Director. Conference topics focused on compliance monitoring, regulatory changes under IDEA, and the America 2000 program. Materials and notes from the meeting were provided to the states not participating.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_workshop/topical mtg/conference	_2_SEA administrators

Outcome Evaluation Report

MPRRC prepared a full evaluation report for this activity.

YEAR 2

Quarter 1

Plans were made for WRRC states (NV, ID, and AK) and the WRRC Director to participate in the Portland, ME, Small States Conference to be held September 1-2, 1992.

Quarter 2

The Small States Meeting took place in Portland, ME, September 1-2, as scheduled. WRRC participants included Richard Smiley (AK), Anne Marek (NV), Fred Balcom (ID), and Dick Zeller (WRRC). The major sessions at the meeting focused on school reform and included presentations by Joleta Reynolds (representing Judy Schrag and OSEP) and David Crandall (from the NE Regional Lab). Other presentations included one on IDEA regulatory changes and recent litigation by Art Cernosia (NERRC) and Melinda Maloney, Esq., attorney and principal editor for LRP. An SEA Directors' forum discussion closed the meeting. Issues addressed were selected by the SEA Directors:

- Teacher training programs
- 504 - TA and compliance activities
- Economic downturn and maintenance of effort
- "Highest standards"
- OSERS monitoring standards
- Assistive technology devices and services
- Parent Involvement

This concludes activities under this TAA, with the possible exception of follow-up information. No further activities in support of the small states as a group is expected through May 31, 1993.

Any unexpected and/or interim evaluation information:

Support for networking of this kind is consistently high among SEA directors who participate in these meetings. The chance to share perceptions, discuss common problems, and receive ideas aimed at the particular conditions of small states is helpful. One WRRC SEA Director, while indicating support for the idea of networking in this kind of setting, however, also indicated that the choice of states involved could be reconsidered: "South Dakota," he said, "has three times as many SEA staff as we do. We don't have problems in common with them." This kind of observation does not argue against linking and networking meetings, but does suggest that RRCs should pick topics and participating states on a basis other than simply size.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference	_3_ SEA administrators

Outcome Evaluation Report

An evaluation and conference proceedings were produced by the NERRC and are available from that Center.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC **Descriptor:** MON

STATE/NUMBER: MR03 **Contact Person:** Jim Leinen

NEED/ISSUE:

States in all regions have a need for timely information regarding responsibilities and best practices in the area of monitoring. There is a need for a coordinated effort across regions to address these common needs. Additionally, there is a need for a coordinated effort within the Western Region to respond to the unique needs of its states and jurisdictions.

ACTION PLAN:

Objective 1. In conjunction with other RRCs, plan and conduct conference on monitoring in June of 1992.
  Activity 1.1 Survey states in Western Region for potential interest and for agenda topics.
  1.2 Participate in planning of conference.
  1.3 Attend conference and participate in its conduct.
  1.4 Support attendance of Western states.
  1.5 Provide follow-up assistance to Western states.

Objective 2. Establish on-going networking activities with other RRCs addressing monitoring issues.
  Activity 2.1 Participate in monthly monitoring teleconferences.
  2.2 Share topical information among regions.
  2.3 Identify cross-regional cooperative activities as appropriate.

Objective 3. Establish monitoring issues network among Western Region states.
  Activity 3.1 Survey states for interest by 4/92.
  3.2 Set-up initial teleconference by 10/92.
  3.3 Determine on-going interest, set regular teleconference schedule and identify topical issues to be addressed.

Objective 4. Explore interest in "regional" monitoring meeting in Spring 1993.
Activity 4.1 Survey states for interest.
4.2 Identify topical area(s) of interest.
4.3 Conduct planning activities and regional meeting, if appropriate.

PROGRESS ATTAINED

Quarter 3

Planning activities for the June multiregional monitoring conference were initiated among the RRCs. A list of twenty possible monitoring topics was generated and all states were surveyed to identify the highest priority topical areas. These ratings are being compared across regions and a preliminary agenda developed for state feedback. Meeting dates (6/10-11) and location (Kansas City) were agreed upon and time set aside on the second day for regional meetings.

Eleven states in the Western region responded to the survey. Nine states also indicated an interest in participating in a monthly or bimonthly regional monitoring teleconference. Feedback from the regional survey will be shared among the states and used to identify areas for possible assistance not addressed by the conference. Four states have already confirmed their plans to attend the conference and others are awaiting the preliminary agenda.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 linking SEAs	14 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 information search	14 SEA administrators

Quarter 4

Planning activities for the June Monitoring Conference continued among the RRCs under the lead of the MPRRC. From the state surveys collected, seven topical areas were identified as priorities for the conference. An overall theme of "Quality Compliance and Student Outcomes" was identified and RRC topical responsibilities agreed upon. A state monitoring profile form was designed and distributed to all state and jurisdictions. These profiles will be combined to form a reference document for distribution at the conference.

Within the Western Region, interest in attending the conference was high. Eleven of the region's 14 jurisdictions requested sponsorship and three states planned to send additional staff at their own expense. Additionally, two WRRC will attend the conference. A regional monitoring meeting is planned for the Western Region immediately following the close of the conference.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 information search 1 publication product	28 SEA administrators

YEAR 2

Quarter 1

Representatives from nine of the WRRC's fourteen states and jurisdictions attended the national monitoring conference in Kansas City, June 10-11, 1992. Two other Western Region states (AK, HI) were unable to attend due to restrictions on out-of-state travel. WRRC staff assisted with conference coordination and facilitated three small group workshops on "Improving Systems of Corrective Action and Technical Assistance."

The Center also hosted a regional monitoring meeting the afternoon of June 12th, following the close of the conference. This meeting addressed possible follow-up activities with a regional or multi-state focus. Interest was expressed for a regional monitoring teleconference tentatively scheduled for late September. This teleconference will feature a topical discussion (to be identified) and state sharing. If this format proves successful, it will be continued on a quarterly basis. Other possible monitoring topics identified included monitoring strategies for unitary SEAs (the Pacific jurisdictions) and implications of the new IDEA regulations for state plan development and monitoring. Center staff are currently planning for the fall teleconference.

Any unexpected and/or interim evaluation information:

Many positive comments on the conference were received during the regional meeting on the second day. Clearly, the monitoring specialists appreciated the opportunity to network and share information on innovative approaches. Such opportunities are apparently few for monitoring specialists.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 workshops	60 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
5 consultations	6 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 topical mtg	12 SEA administrators

Quarter 2

Networking activities addressing monitoring issues continue on two levels following the June monitoring conference in Kansas City. First, quarterly monitoring teleconferences involving specialists from the RRCs, OSEP staff and NASDSE staff have been established. During the most recent call (11/20/92), topics included discussion of a 1993 national monitoring conference, sponsorship possibilities for such a conference, and updating of the national profile document of state monitoring systems.

Secondly, at the regional level, a quarterly teleconference of SEA monitoring specialists has been initiated. The first of these teleconferences (10/27/92) focused on issues involved in the monitoring of child counts. This call included a "presentation" by a Pennsylvania SEA staff member who described their past problems and current approaches , and then discussion among Region 6 participants, the PA staff and WRRC on what western states are, or could be, doing to anticipate and avoid similar difficulties. The next teleconference is tentatively scheduled for January, with the topic to be determined.

Any unexpected and/or interim evaluation information:

Initial informal feedback from participants in the regional teleconference call was quite positive. Several indicated that the discussion was valuable and that the quarterly topical format should be continued. The PA staff person also commented that the exchange around other state's practices was informative for him as well.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ other (multi-regional teleconference)	_5_ other (RRC consultants)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ linking SEAs	_7_ SEA Administrators

Quarter 3

Quarterly teleconferences among the RRCs, NASDSE and OSEP staff continued with a call in January (1/13/93). Pertinent information from these calls is shared with state monitoring contacts through personal and phone contacts, and mailings.

In January, WRRC states were surveyed to identify monitoring topics of interest for future regional teleconferences. The next regional teleconference is tentatively scheduled for the first week in April 1993. Additionally, the WRRC will be participating in a meeting of monitoring specialists from the Washington and Oregon SEAs, currently scheduled for April 1993. The purpose of this two state meeting will be an exchange of information on unique state monitoring practices and the identification of common issues and concerns. It is anticipated that this meeting will generate possible multi-state or regional issues for future consideration.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_ consultations	_2_ SEA administrators

Any unexpected and/or interim evaluation information:

Information from the WRRC regional teleconference on monitoring child counts provided information which was subsequently disseminated statewide in the OR SEA Director's bimonthly "memo packet" to all LEAs.

Quarter 4

Another multiregional teleconference of RRC, NASDSE, and OSEP staff was held on April 4, 1993. Discussions centered around changing needs of the states in the area of monitoring and the possible roles of RRC, NASDSE, and OSEP staff. These multiregional teleconferences will resume following the award of RRC contracts for the six regions.

The WRRC monitoring specialist attended the NASDSE/OSEP Monitoring Academy in Washington, DC on April 27, 1993, along with representatives from WA and AZ who are scheduled for the next monitoring cycle. Initial discussions regarding possible assistance were held with WA and AZ staff. Information from this meeting was additionally shared with all Western region states.

A regional monitoring teleconference focusing on composition and role of local monitoring teams was held on May 12, 1993. A guest speaker from the CO SEA discussed their state's approach and the resulting discussion focused on the experiences of Western region states. The next teleconference, focusing on child count monitoring and verification, is tentatively scheduled for October, 1993.

The WRRC monitoring specialist attended the National Institute on Special Education Law May 15-19, 1993 in Florida. Information from this meeting is currently being reviewed and will be shared individually and collectively with states in the region.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 linking SEAs (regional teleconference)	9 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	3 SEA administrators

Outcome Evaluation Report

Summary of Evaluation Methodology: Phone interviews were conducted with three SEA monitoring specialists selected from the regional network. Activities evaluated included follow-up on the national monitoring conference held in Kansas City in June, 1992, (Objective 1) and feedback on regional monitoring teleconferences and related information provided over the last year and a half (Objective 3).

Evaluation Results: Two of the three individuals interviewed attended the national monitoring conference in Kansas City in June of 1992. Both indicated that the conference was very helpful in exposing them to what other states were doing and then integrating these new approaches into their own monitoring systems. One person's comments illustrated: "We used what we learned from other states and from OSEP. It (the conference) was very helpful in setting up our current system." In terms of unanticipated outcomes, one person noted, "It got all of us to think about how to include 'effectiveness' in monitoring." Both individuals also mentioned following up with colleagues in one or more states to get information or to network on common problems. Both were also very emphatic about wanting further national conferences. "Please do it again, soon."

In regard to the regional monitoring teleconferences, all three respondents said that they were helpful. Comments included, "a nice forum for exchange," "nice to get together and chat," and "helpful in finding out what others are doing." In response to suggestions for improvement, one person noted that materials from guest speakers should be sent well ahead of time and kept "brief." Other comments included "well organized", "very effective" and "working very well." Suggestions for future topics included verification of child count and consistency in on-site monitoring. This information has been forwarded for future planning activities.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC

Descriptor: TRN

STATE/NUMBER: MR04

Contact Person: Jane Storms

NEED/ISSUE:

There is a need to lead states in the area of transition. All states are determining strategies to come into compliance with new requirements in IDEA. The RRCs have been asked by OSEP to provide leadership to State Transition Systems Change Grantees. The WRRC will take the lead in this multi-regional activity.

ACTION PLAN:

Objective 1. Conduct regular topical teleconferences among WRRC state transition specialists through 5/93.
- *Activity* 1.1 Conduct monthly teleconferences.
- 1.2 Provide topical information packets to transition specialists.

Objective 2. Conduct regular topical teleconferences among RRC transition specialists through 5/93.
- *Activity* 2.1 Conduct monthly teleconferences.
- 2.2 Provide information to transition specialists as requested.

Objective 3. Visit the Transition Institute in Illinois to establish a collaborative relationship on March 23-24, 1992.
- *Activity* 3.1 Coordinate logistics and content of meeting.
- 3.2 Visit Institute and determine next steps.

Objective 4. Conduct meeting of 12 State Systems Change Grantees to assist OSEP in identifying evaluation strategies in 6/92.
- *Activity* 4.1 Coordinate meeting in conjunction with the Illinois Institute Annual Project Directors meeting.
- 4.2 Coordinate all meeting logistics with OSEP, other RRCs and the grantees
- 4.3 Conduct meeting on June 3, 1992.
- 4.4 Determine appropriate follow-up activities.
- 4.5 Conduct topical teleconferences with grantees.

Objective **5.** Provide individual state technical assistance as needs emerge through 5/93.

Activity 5.1 Provide information as requested.
5.2 Attend planning meetings as requested.

Objective **6.** Conduct regional forum around transition issues and adjudicated youth by 4/93.

Activity 6.1 Design conference around areas of interest or emerging need for SEA staff.
6.2 Conduct and evaluate conference.

PROGRESS ATTAINED

Quarter 3

Conducted monthly teleconferences with the transition specialists from eight WRRC states. Topics included an update on the reauthorization of the Rehabilitation Act, graduation requirements, and transition training efforts. Each teleconference is accompanied by an information packet and minutes from the previous call.

Participated in monthly teleconferences with the transition specialists from all RRCs and OSEP. Coordinated plans for a visit on March 23-24, 1992 of all the RRC transition specialists to the Illinois Transition Institute. The outcomes are to determine ongoing collaborative efforts with the Institute, OSEP and RRCs, and share current information systems and activities.

Initiated plans to conduct a one day session with the 12 State Transition Systems Change Grantees to be held in Washington, D.C. on June 3, 1992. The WRRC is taking the lead to coordinate the meeting with the other RRCs, OSEP and the grantees. To afford an opportunity to grantees to obtain additional information, this meeting is scheduled to occur just prior to the Transition Institute's Annual Project Directors' meeting on June 4-5, also in D.C.

Any unexpected and/or interim evaluation information:

State transition specialists informally report that teleconferences are a great way to learn from one another. Written information or state developed materials are often shared among the members subsequent to calls.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 linking SEAs	8 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 other (linking WRRC staff)	7 other RRC staff

Quarter 4

Conducted two monthly teleconferences with the transition specialists from eight mainland WRRC states. We also added transition specialists from GU and CNMI to these calls. Topics included the Fair Labor Standards Act of the Department of Labor as it relates to school work experience programs and the effects of the new Carl Perkins Vocational and Applied Technology Education Act on special education students. Each teleconference is accompanied by an information packet and minutes from the previous call. Provided information packets regarding the development of IEPs with transition services to AK SEA transition specialist and director.

Participated in monthly teleconferences with the transition specialists from all RRCs and OSEP. Coordinated plans for and visited the Illinois Transition Institute on March 23-24, 1992, with all of the RRC transition specialists. The outcomes were to determine ongoing collaborative efforts with the Institute, OSEP and RRCs and to share current information systems and activities. These were met and continued sharing is occurring. We have expanded this group to include a representative from NASDSE.

Met with RRC transition specialists and OSEP in conjunction with the OSEP Spring Leadership Meeting in Washington, D.C. on April 23, 1992. Learned new information on the Reauthorization of the Rehabilitation Act and Social Security Administration Programs affecting transition of students with disabilities. Finalized plans and all materials to conduct a one day session with the 12 State Transition Systems Change Grantees to be held in Washington, D.C. on June 3, 1992. The WRRC is taking the lead to coordinate the meeting with the other RRCs, OSEP and the grantees. To afford an opportunity to grantees to obtain additional information, this meeting is scheduled to occur just prior to the Transition Institute's Annual Project Directors' meeting on June 4-5, also in D.C. Purposes of the meeting are to: provide an opportunity for State Systems Change Grantees to share first year status, provide a forum for grantees to share common issues/concerns and strategies for addressing those, provide an opportunity for grantees to share future plans and directions, describe grantee evaluation plans (i.e. of student outcomes, of state and local systems change).

Any unexpected and/or interim evaluation information:

Collaboration across RRCs, OSEP and other organizations such as NASDSE and the Illinois Transition Institute can result in highly effective technical assistance. One important example is the high quality of meeting preparation for the State Systems Change Grantees meeting.

Our states continue to report the positive effects of interacting with one another on the WRRC-sponsored monthly transition teleconferences. The teleconference provides them with peer support and access to important information which they in turn pass on to local transition efforts.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ information search	_2_ SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_ linking SEAs	_20_ SEA administrators _2_ LEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_3_ other (RRC topical teleconferences)	_12_ other (RRCs, OSEP, NASDSE)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference	_12_ other(RRCs, OSEP, NASDSE, DOL, SSA)

YEAR 2

Quarter 1

Facilitated a one day meeting with the 12 State Transition Systems Change Grantees in Washington, D.C. on June 3, 1992. The WRRC took the lead to coordinate the meeting with the other RRCs, OSEP, NASDSE and the grantees. This meeting was held just prior to the Transition Institute's Annual Project Directors' meeting on June 4-5, also in D.C. Purposes of the WRRC-led meeting were to: provide an opportunity for State Systems Change Grantees to share first year status, provide a forum for grantees to share common issues/concerns and strategies for addressing those, provide an opportunity for grantees to share future plans and directions and describe grantee evaluation plans (i.e. of student outcomes, of state and local systems change).

Compiled a summary of the meeting including an introduction, agenda, revised participant list, news from OSEP, first year status summary of all states, round table discussions, and evaluation summary. These were disseminated to all meeting participants (including OSEP and NASDSE), all RRCs for distribution to other states, and the Illinois Transition Institute.

With other RRCs and OSEP, initiated plans to conduct regular topical teleconferences with grantees. Dates and topics are set for October 8, 1992 focusing on Labor Issues and November 5, 1992 focusing on social security programs and accessing them in the transition process. New grantees will be invited to participate once they are announced.

Conducted a teleconference with WRRC transition specialists on July 15, 1992. Coordinated and sent information for the next call to be held on Sept. 8, 1992. The topic will be post-secondary education options for students with disabilities. Arranged for two guests to present on the call: one from HEATH; the other a minority staff committee member on Education and Labor, U.S. House of Representatives.

Co-coordinated and hosted, with the University of Oregon Employment Network, a four-day seminar on supported employment for special education and vocational rehabilitation staff from four Pacific jurisdictions: Palau, American Samoa, Guam and the Commonwealth of the Northern Mariana Islands. The seminar was held in Eugene August 25-28, 1992. The week consisted of supported employment site visitations and lectures/discussions on topics such as family involvement in transition, developing employer relationships, job development and natural supports, ADA, supported employment and the VR process, assistive technology, IDEA and transition planning, job analysis, training and support techniques. Potential follow-up activities were discussed.

Provided recommendations to Alaska SEA staff on content and format for the transition strand of their Fall LEA Directors' Meeting to be held in Anchorage, September 28-30, 1992. Provided examples and feedback on IEP forms to include the new transition requirements of IDEA.

Provided recommendations for keynote speakers for the Fall Statewide Transition Conference to be held in San Diego, October 5, 1992. WRRC staff contracted with keynote speaker to provide travel to the conference and accepted an invitation to conduct a workshop at the same conference.

Any unexpected and/or interim evaluation information:

An OSEP staff member called to commend WRRC staff who compiled the Transition Systems Change Meeting Notes. The OSEP copy was used the day after it arrived in a meeting with the Assistant Secretary and RSA staff, and helped OSEP demonstrate its activities and leadership.

Outcome Evaluation Report:

"State Systems Change Grantees Meeting," June 3, 1992.

> *"Excellent opportunity--greatly increased my awareness of other projects and innovations."*
>
> *"The sessions were extremely well planned and the agenda flowed nicely."*
>
> *Grantee Meeting Participants*

Summary of Evaluation Methodology: Written evaluations were collected from state grantee participants at the close of the meeting.

Evaluation Results: Eighteen responses were returned (82%).

Below are mean scores from 1-"missed the mark" to 4-"right on target" on how well the meeting fulfilled its intended purposes.

a.	Provide an opportunity for State Systems Change Grantees to share first year status.	**3.6**
b.	Provide a forum for grantees to share common issues/concerns and strategies for addressing those.	**3.7**

c.	Provide an opportunity for grantees to share future plans and directions.	3.3
d.	Describe grantee evaluation plans (e.g., of student outcomes of state and local systems change).	2.7

Participants were asked to provide responses to open ended questions about the meeting. The following comments provided selected highlights of those responses:

Significant insights I gained:

- A wide range of new ideas, strategies, and resource people to recharge our efforts to create, systems change at the policy, procedural and practice levels,
- The need to better inform state and local programs about FLSA and SSA opportunities.

Important connections I made:

- With specific state contact persons, Regional Resource Center Staff, OSEP staff, projects accessing third party payment, post secondary education strategies, natural supports model, materials, and curriculum.

Now I'll go back home and:

- Increase communication and coordination with specific state representatives I met here,
- Review and assess our project activities in the context of OSEP concerns,
- Work on an evaluation plan that is more student outcome based,
- Determine strategies to work with employers,
- Get specific materials I learned about here (e.g., free tape from NY, materials from NH and CO),
- Take a look at FLSA and SSI.

Best aspects of the meeting were:

- The structure recognized strategies for adult learners,
- Small groups provided structure and staff support as well as technology to provide products,
- The opportunity to share ideas, experiences, expertise, common issues, barriers, and materials with colleagues,
- Bill Halloran's comments,
- Great break out groups and round table discussions,

- Excellent planning and adherence to the agenda resulted in efficient and effective use of the time available.

Least helpful parts of the meeting were:

- Some round table discussions were too small; it would have been helpful to have fewer groups,
- The activity on evaluation.

Suggestions for future System Change Grantee meetings:

- Combine with the Transition Institute Project Directors meeting,
- More brainstorming sessions and round table discussions by area (e.g., get researchers together to discuss methods, analyses, etc.),
- Increase the time grantees meet, two days,
- Hear from "Washington types" from DOL, Social Security, VR, VE, etc. Frankly, there are some things they need to hear from people like us!,
- Presentation by year two to year one recipients,
- Collaborative problem solving among many colleagues related to specific grant activities,
- Have consumers present,
- Keep having meetings like this one at least once a year,
- Provide an opportunity to talk in more depth about systems change strategies states are using,
- Information on qualitative evaluation methods, have Syracuse University Center for Human Studies present on such methods of data collection,
- A state-by-state summary of the last year's report (10 minutes).

Other comments:

- Insist on participation of (1) other OSEP/DOE officials, i.e., VR, VE, and (2) other federal representatives, i.e., Labor, SSA,
- Include other agencies RRCs (e.g., RCEP, etc.),
- Hold next year's meeting at a time to allow parents to be with our children during their last week of school,
- The meeting was so wonderful, great opportunity, great job, I really, really appreciated the meeting, thank you!

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	19 SEA administrators 18 other (IHE, VR, other RRC, OSEP)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	6 SEA administrators 1 teachers 10 other (VR, supported employment)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (teleconference)	4 other (other RRCs)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (teleconference)	6 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	3 SEA administrators 1 LEA administrators 1 teachers 10 other (VR, supported employment, IHE)

Quarter 2

Conducted two WRRC transition specialist teleconferences: one was on the Higher Education Act and the other was an update on individual state transition activities. We had as guests on the first call Sally Lovejoy, minority staff committee member on Education and Labor, U.S. House of Representatives and Vicki Barr, HEATH Resource Center. Planned for and sent materials for a teleconference scheduled for December 8 focusing on the reauthorization of the Rehabilitation Act.

Participated in RRC transition specialist teleconferences to share strategies for providing technical assistance to our states.

Conducted two teleconferences linking the state systems change grantees. Topics included Fair Labor Standards Act and Social Security benefits for students with disabilities and in transition. Had numerous phone conversations with staff at the new National Transition Network and with OSEP transition specialists.

Prepared a synthesis of the final IDEA regulations relating to transition. Disseminated this to all WRRC states, RRCs, OSEP, NASDSE, the Transition Institute and the National Transition Network.

Presented an update on the IDEA final regulations at the California Statewide Transition Conference in September.

Any unexpected and/or interim evaluation information:

These teleconferences provide an effective, efficient and low cost opportunity for states to learn from one another on common concerns and to link them to resources they may not actively use. Several state transition specialists have indicated how important and timely the information is that they receive both on the calls and in the follow-up materials we send. The guests often report that this gives them a chance to ask states how the materials are used and what primary concerns they deal with.

Teleconferences with OSEP, other resource center transition specialists and the National Transition Network greatly expands the resources we can offer to our states.

Any unexpected and/or interim evaluation information:

The transition specialists from AZ and OR were featured speakers on a teleconference this quarter for 11 states in both the NERRC and MSRRC regions on experiences with the Fair Labor Standards Act and its implementation.

The topic began as a focus area in a WRRC transition forum in 1991, and this latest connection demonstrates the value of state specialists from one another, the RRC specialists learning from each other, and then affording opportunities for cross-regional training. It also underscores the importance of active collaboration among RRCs to enhance support to states.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 publication product	8 SEA administrators 10 other (OSEP, NTN, NASDSE, Tran. Inst., RRCs)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 linking SEAs	8 SEA administrators 3 other (OSEP, NTN staff)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	3 SEA administrators 15 LEA administrators 5 parents 100 teachers 2 other (VR)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 other (linking RRC staff)	7 other RRC staff 3 other (OSEP, NTN staff)

Quarter 3

Conducted two WRRC transition specialist teleconferences: one on the reauthorization of the Rehabilitation Act and one on strategies to effectively include students in the transition process. Chris Button from UCP, Washington, D.C., was our guest on the first call and Dr. Anthony VanReusen, Assistant Professor, University of Texas and Barb Milikan, principal in Vancouver, Washington were our guests on the second call. Planned for and sent materials for the next teleconference scheduled for March 30 which will focus on operationalizing IDEA.

Participated in RRC transition specialist teleconferences to share strategies for providing technical assistance to our states and delineate roles with the National Transition Network.

Participated in one teleconference linking the state systems change grantees. Had numerous phone conversations with staff at the new National Transition Network and with OSEP transition specialist.

Revised the synthesis of the final IDEA regulations relating to transition. Disseminated this to all WRRC states, RRCs, OSEP, NASDSE, the Transition Institute and the National Transition Network. Presented the final IDEA regulations at a statewide conference in Oregon. Received two subsequent information requests from participants from local districts.

Provided phone consultations to two SEA transition specialists, one relating to operationalizing IDEA and the other regarding the termination of services at graduation or the "age out" time.

Arranged to conduct an on-site consultation on Chuuk and Kosrae (in conjunction with travel to Pohnpei for the Pacific Basin Leadership Conference - see Task 4) to review the current status of secondary programs. Met with a student from Kosrae who has worked for the WRRC to review videos for possible use in training.

Any unexpected and/or interim evaluation information:

RRC coordination with the NTN provides opportunities for states who have not yet received systems change grants to learn from the experience of those that have.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 publication product	8 SEA administrators 10 other (OSEP, NTN, NASDSE, Tran. Inst., RRCs)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 linking SEAs	8 SEA administrators 3 other (OSEP, NTN staff)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	2 SEA administrators
	6 LEA administrators
	3 parents
	15 teachers
	7 other (VR, DD council, IHE)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 other (linking RRC staff)	7 other RRC staff
	6 other (OSEP, NTN staff, IHE)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 LEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators

Quarter 4

This broad based activity has addressed the need expressed by all WRRC states to lead them in the area of transition. All states have been devising strategies to come into compliance with new requirements in IDEA. The RRCs were asked by OSEP to provide leadership to State Transition Systems Change Grantees and the WRRC has taken the lead in this multi-regional activity:

1) Coordinating a **WRRC network of transition specialists** with the mainland states plus HI, GU and CNMI,
2) Coordinating an **RRC network of transition specialists** in all of the Regional Resource Centers, OSEP, NASDSE, the National Transition Network, and the Transition Institute in Illinois,
3) Coordinating the first meeting and the first several teleconferences of the **state systems change grantees,**
4) Providing state specific technical assistance to **Pacific jurisdictions** attempting to provide transition service under new state plans (ROP, FSM and RMI).

During this quarter, activity for each of these four areas included:

WRRC Transition Specialist Network:

- Compiled information packets and conducted three teleconferences for each of the following topics: operationalizing IDEA, connecting with the PASS system for transition data management, vocational rehabilitation order of selection.
- Asked questions of all states to develop a paper entitled "Transition Services After Graduation: State Policies and Perspectives."

RRC Transition Specialist Network:

- Participated in two teleconferences focusing on current RRC transition activities and functional vocational evaluation. Presented on another teleconference to share the WRRC experience in its regional forum on providing special education services in adult correctional facilities. Compiled and disseminated a topical update entitled "The Corrections Connection: Special Education in the Criminal Justice System" (see MU11 ADJ for a full description of this activity).
- Met with RRC transition specialists in conjunction with the OSEP Leadership Meeting to share regional transition activities.

State Systems Change Grantees (SSCG):

- Participated in two teleconferences focusing on the reauthorization of the Rehabilitation Act and JTPA.
- Consulted with the director of the National Transition Network (NTN) regarding the Second Annual Project Directors' Meeting to be held in June 1993.
- Within the RRC transition specialists network, identified the WRRC as the Regional Resource Center representative to the NTN Advisory Committee.
- Met with the NTN director as part of his site visit to OR and WA. Discussed SSCG activity in HI.

Pacific Jurisdictions:

- Conducted site visits to Pohnpei, Kosrae and Chuuk (FSM states) in conjunction with travel to the Fourth Pacific Basin Leadership Conference in March 1993. Provided training to staff on implications of IDEA for secondary programs and transition. With local staff, developed action plans for each of the three FSM states addressing improvements for their high school programs. Provided videos and print resources as follow-up.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 information search	22 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (teleconference)	7 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (teleconference)	5 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (teleconference)	6 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (teleconference)	6 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 other (teleconference)	10 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	3 SEA administrators 6 teachers

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	3 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	2 SEA administrators 19 teachers 3 other (students)

Outcome Evaluation Report

Summary of Evaluation Methodology: Written evaluations from the WRRC Transition Specialists were gathered after the last teleconference. Items included rated measures and open ended questions.

Evaluation Results: Participants representing seven of the ten states and jurisdictions responded (70%).

Below are the mean scores for the scaled items (1-low, 5-high).

	Mean score
1) How well did you like the teleconferences?	3.43
2) Was the information provided appropriate?	4.33
3) Was networking with other Transition Specialists useful?	3.40
4) If you participated, how well did you like the regional forum, "Corrections Connection?"	5.00

Respondents indicated that the information provided has been useful for the following purposes:

- to update the State Education Handbook
- to inform practitioners at conference sectionals
- to update district special education directors
- to update other agency staff
- to develop state guidelines for inservice training

Comments from respondents on unanticipated outcomes, either positive or negative, as a result of WRRC assistance:

- Staff has been very responsive to all of my requests. I'm looking forward to the graduation report. Material provided has been very useful and timely.

- The fine facilitation skills of the WRRC staff with whom I have worked are exemplary. The "model of facilitation" that influences our meetings and work sessions has become anticipated. I trust we all become better via the process. Thanks.

- More supportive than any other TA programs that we have.

Additional comments:

- I have really appreciated the teleconferences. It's somewhat frustrating to know that other states have transition specialists whose sole responsibility is transition - but that level of expertise has been so helpful to me in a job that has many responsibilities in addition to transition. I also am very appreciative of the expertise of the staff at the WRRC. Your support has been wonderful!

- Thanks for the ongoing support. Its great to have a resource like Jane and the WRRC.

- The WRRC staff has been extremely responsive to requests for information and support. They demonstrate a high level of knowledge and skill in providing T.A. Thanks.

- I'd like more networking opportunities.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC:	WRRC	**Descriptor:**	MGT
STATE/NUMBER:	MR05	**Contact Person:**	Richard Zeller

NEED/ISSUE:

There is a need to support SEA staff in developing program management/ technical assistance skills to deal with the challenges in the delivery and monitoring of quality special education programs. Arizona, Utah, Colorado and New Mexico have a expressed a need to create cross state networks among colleagues.

ACTION PLAN:

Objective 1. Conduct a Joint state staff meeting.
Activity 1.1 Conference call about the purpose and outcomes of the meeting (3/92).
1.2 Disseminate Staff Survey to SEAs (3/92).
1.3 Plan meeting.
1.4 Conduct meeting (8/92).

PROGRESS ATTAINED

Quarter 4

Objective 1: A conference call was held to determine the need, purpose and outcomes of the Four Corners meeting. The staff survey was disseminated to the four SEA directors in April (Activity 1.2). While attending OSEP's Annual Spring Meeting in D.C., a planning meeting was conducted with all four SEA directors and three RRC staff. Hotel and other logistical arrangements are currently in progress. The Four Corners Meeting will take place on August 10-11, 1992, in Durango, Colorado (Activity 1.3).

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_ consultations	_2_ other (RRC)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
7 consultations	14 other(RRC)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference call	4 SEA administrators 4 other (RRC)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
4 consultations	4 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
2 consultations	2 SEA administrators

YEAR 2

Quarter 1

Planned and conducted the Four Corners Meeting. The purpose of this four state joint staff meeting was to 1) establish/enhance a network of individuals with similar jobs and responsibilities for future information/resource sharing; and 2) exchange organizational information and staffing responsibilities with other neighboring states.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
5 consultations	1 other (RRC)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 consultations	1 other(RRC)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_consultations	_1_SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_consultations	_1_SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_2_consultations	_1_SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_workshop/topical mtg/conference	_47_SEA administrators _2_other (RRC)

Quarter 2

Outcome Evaluation Report

"Four Corners Meeting," Durango, CO, August 1992.

Evaluation Methodology: Immediate feedback at the end of the workshop was sought from participants. Narrative information was solicited on significant learnings, important connections and anticipated next steps. Ratings were requested on the meeting's speaker, quality and effectiveness. Respondents also made other remarks on the evaluations, and one of the four SEA directors sent a follow-up letter with specific commendations and suggestions.

Evaluation Results: This meeting was conducted for state staff from four states to discuss issues of SEAs, brainstorm strategies for effective state leadership, and initiate a network for staff with similar responsibilities. From the responses, the meeting effectively met its purposes and was well received. Participants cited both large group presentations and small group discussions contributing to a better understanding of the context and concerns with which they perform their leadership roles. These same forums offered opportunities for networking and establishing resource connections which people mentioned as extremely valuable.

What participants would do next ranged from the general (passing on the information, maintaining connections) to the specific (adopting another state's team-building process, setting a topical conference call across states). General remarks also included recommendations for continued joint ventures, expanding participants to include those from other states, and thanks from staff who viewed this meeting an unusual and critical contribution to enhancing services to students.

The follow-up from the SEA Director echoed several of the evaluation comments: the two days were very productive and he anticipates continued interactions from some of the small group sessions. He also acknowledged the difficulties inherent in convening and facilitating such a cross-state venture, and made some specific recommendations about soliciting more participant input once on site and scheduling to ensure maximum participation. He commented that the stress management and effective communication presentations were particularly helpful.

Quarter 3

This activity is complete.

NEEDS ASSESSMENT
TECHNICAL ASSISTANCE PLAN

RRC: WRRC

Descriptor: RES

STATE/NUMBER: MR06

Contact Person: Richard Zeller

NEED/ISSUE:

Educational reform and restructuring initiatives must take into consideration the needs of students with disabilities, making them full participants and leading to educational outcomes. The Regional Resource Centers, SEAs, organizations throughout the disability community, and the Office of Special Education Programs recognize the need to develop, with other stakeholders, a "National Agenda" outlining beliefs, vision, mission, objectives and strategies that will lead to the realization that "All means all" and students with disabilities become an equal participant in each "educational system."

ACTION PLAN:

Phase 1. Advice and consultation to OSEP leadership on planning and implementation of this phase. Providing available environmental scan information to COSMOS.

Phase 2. Advice and consultation to OSEP leadership on planning and implementation of this phase. On-site support to the first National Agenda Planning team meeting, including facilitation. Advice and consultation to OSEP leadership on planning and implementation of this phase.

Phase 3. Facilitation support for the Action Team orientation conference and action team follow-up activities. Travel and expenses support for SEA staff who are selected for participation in Action Teams. Support for meeting room and other associated costs for Action Team work sessions, as appropriate.

PROGRESS ATTAINED

YEAR 2

Quarter 2

This activity became formalized as a multi-regional technical assistance agreement during this quarter. However, RRFC interest in assisting with the development of a national agenda has a much longer history. On January 30, 1992, the RRFC Directors met with staff from NASDSE in Alexandria (following the OSEP TA/Dissemination meeting) to discuss potential collaboration. These discussions were aimed at preventing the two organizations from making similar demands (or creating similar products) for states at the same time, a problem which surfaced on several occasions during the previous year. At the request of a number of state directors, both groups were interested in pursuing more collaborative efforts. Among the topics in that meeting was school reform and the work being considered for the coming year. The RRFC program had identified as the highest state need across the regions "school reform" (a short form for a variety of issues related to restructuring schools, America 2000, non-categorical programming, etc.). We concurred that what was lacking from the field was an agreement among special educators, general educators, consumer groups, and others as to what direction the field should be going with reform - what role special education should play in reforming schools was (and remains) unclear in the presence of competing views of categorical programs. The idea of a national agenda had been raised previously at NASDSE but was decided it would be inappropriate to pursue. The RRFC Directors indicated that such an agenda, given approval by the SEA Directors, would be (if successful) a good way to bring consistent direction to reform efforts. The MSRRC agreed to take the lead in developing a multi-regional agreement to that end. In initial discussions with OSEP staff, the RRCs were told to stop consideration, as such a broad activity *led solely by the RRCs* would be inappropriate.

In August, staff from three RRCs were invited by Dr. Schrag to participate in a planning session in Washington, D. C., to consider how a national agenda might be promoted and developed under U. S. Department of Education leadership. Ken Olsen (MSRRC), John Copenhaver (MPRRC), and Dick Zeller (WRRC) attended that meeting. This MR TAA was drafted at that meeting and later shared with the SEA Directors in each region to determine its appropriateness. The overwhelming response was that the RRCs should (1) stay connected to this activity because it was the only effort with an apparent chance to create a common opinion across divergent groups about the place of children with disabilities in reform; and (2) encourage participation of state directors or staff in the eventual Action Teams. The MR TAA was submitted to the program officer and later discussed with her by phone (17 November 1992).
This TA may seem to vary from other multi-regional activities, but it is not really out of the ordinary. The fact that no SEA Director specifically asked for this

activity, but rather approved involvement in response to a proposal, has also occurred for other activities. SEA Directors in Region 6 have frequently said words to this effect: "Lead us. Don't just wait around for us to tell you what to do. You have the information about national issues, cross-state and cross-regional perspectives. Use them." We do. The RRCs are often in the role of promoting creative activities to address needs states clearly have expressed but for which no obvious activity presented itself. This is one of those circumstances.

In the end, there may be little for the RRFC program to do in support of this national agenda. It is being pursued in a political year. The RRCs have provided little support for the initial meeting (beyond sharing information they were developing anyway). If that meeting is a success and generates a common perspective deemed worth pursuing, the RRFC involvement still will be limited to supporting a few RRC and state staff in Action Team participation. Nevertheless, if this activity produces a common direction of program benefit to students with disabilities, the RRFC program should be acknowledged for a seminal, if limited, role in bringing it about.

These comments have been more extensive than might normally be the case because the nature of this work's development is a sensitive issue. There is a risk that the RRFC program will appear to be responding to a federal initiative, rather than addressing the needs of states. For the reasons stated above, that is not the case, in the perspective of this Center, recorded here for posterity.

Quarter 3

The National Agenda proceeded according to schedule, with the first meeting of the "National Forum" taking place in Charlottesville, Virginia, in January. No WRRC resources or personnel were involved in this event. The WRRC continued to participate within the RRFC network in planning for the follow-up activity to develop suggested actions that organizations and agencies might take to support the National Agenda. That meeting will take place in March, 1993. The WRRC will provide facilitation for one action planning group and travel for up to two participants from the WRRC region.

Quarter 4

Two WRRC staff helped facilitate work of the National Agenda Strategy Development Teams at a meeting in Bethesda, March 25 and 26. The purpose of the meeting was to take the issue clusters developed by the National Agenda Forum and develop strategic actions that could be carried out by agencies, organizations, or individuals. The RRC staff involved represented all six centers and provided facilitation for small groups working on clusters of issues, including:

(I) Broadbased planned change and values clarification; Diversity/multiculturalism; Advocacy.

(IIA) State and federal legislation and policy; Financing; Interagency collaboration.

(IIB) Administrative policy and procedures; Compliance monitoring and program accountability; Assessment.

(III) Program development; Knowledge base and dissemination; Technology.

(IV) Personnel development.

The participants included about 40 individuals who had been nominated by the National Agenda Forum members as individuals having varied professional expertise, knowledge of the policy arena and systems change, and, in many cases, regular contact with individuals with disabilities (practitioners).

Common themes for strategic action that emerged from the work of these five groups were t: (1) Improve accountability for outcomes as a precondition for or in concert with providing greater flexibility in procedural requirements; and (2) Increase the participation of a wide variety of constituents in planning for reform (e.g., including individuals with disability, people of color, parents, practitioners, community leaders, etc.). An activity at the end of the meeting was a proposal by some members of the Forum of a definition of "inclusion" to be included in the National Agenda as a kind of value statement. The group present provided feedback on that statement and it will be next reviewed by the Forum proper.

The next step in the development of the National Agenda is the reconvening of the National Forum to review and adopt, reject, or revise the work of the Strategy Development Teams. The date has not been set for that meeting, although it will probably occur in the next couple months, with a projected time for the issuance of the final Agenda report slated for late summer or fall, 1993. No further participation by the RRFC system is planned for this activity, unless it should develop under future funding, with SEA and OSEP support.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference	_3_ SEA administrators _6_ LEA administrators _5_ parents _5_ teachers _22_ other (association representatives)

OBJECTIVE THREE

Information Services

Quarter One

Objective 3.1

Information Services:

- disseminated (in-house) the WRRC directory to all WRRC staff.
- is in the process of upgrading all databases to new BOOKENDS and Hypercard software.
- continued to input and refine Multicultural database. Progress was slowed by the upgrading process.
- began to develop (designed and initial input) the new Information Request database.
- continued purging and cleaning out topical files.

Objective 3.2 - Information Requests:

The WRRC received and responded to the following information requests:

AK	Information regarding assistive technology as "special education" or "related service."
AK	Information regarding different technical assistance models.
AK	Information regarding existing state technical assistance systems, and technical assistance delivery strategies.
AK	Information regarding the WRRC Topical Update on IFSP.
AS	Information regarding effective consulting models.
AZ	Examples of other state plans.
AZ	Information regarding full inclusion/integration.
AZ	Information regarding mentor programs.
AZ	Information regarding the procedures/policy for the provision of assistive technology devices and services as pertains to IDEA requirements.

CA	Information regarding the WRRC Topical Update on IFSP.
CNMI	Information regarding upcoming conferences.
GLARRC	Information regarding present levels of performance requirements for IEPs.
GLARRC	Information regarding states that require one or more special education courses (i.e., exceptional children) for regular education teacher licensure or certification.
HI	Information regarding infants exposed to drugs.
ID	Information regarding teacher recruiting offices and/or services in other states.
ID	Recommendations for consultants in the area of monitoring.
MPRRC	Information regarding "Circle of Friends;" community colleges and universities that offer special student services for students with disabilities; sample standardized state IEP forms; transition requirements and developing partnerships with community business.
MPRRC	Information regarding funding formulas from the western region.
MPRRC	Information regarding grading for special education students in regular education classrooms.
MPRRC	Information regarding mediation training contacts in Oregon and Washington.
MPRRC	Information regarding rules and regulations that cover students in correctional placements (incarcerated).
MSRRC	Information regarding "assistive technology" as special education or a related service.
MSRRC	Information regarding how states are responding to strategies for meeting Part B Maintenance of Fiscal Effort and non-supplanting requirements in the face of budget cuts.
MSRRC	Information regarding the effects of mediation on student behavior.
NV	Information regarding Section 504 evaluations/procedures from other states.

OR	Samples of IEP, parent consent, and prior notice forms.
OR	Information regarding state advisory boards.
Other TA Agency	Contacts for information on supported employment.
Other TA Agency	Information regarding policy or case law covering regulations and standards in place for time-out procedures.
TX	Information regarding the 1988 California "Project Effectiveness in Special Education Task Force Report."

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
32 information search	20 SEA administrators
	2 Other (TA agencies)
	10 RRC

Objective 3.3:

Disseminated to all Western Region SEA Directors Strategic Planning and the CSPD (MSRRC, May 1991); Exploring Education issues of Cultural Diversity (FRC, May 1991) and various WRRC products requested by the SEA Directors.

Continued work on the Infants and Substance Abuse Topical Update. Dissemination date is scheduled for December 1, 1991.

Quarter Two

Objective 3.1

Information Services:

- has completed upgrading all databases to new BOOKENDS (2.06) and Hypercard 2 software.
- continued to input and refine multicultural database; progress was slowed by the upgrading process.
- completed the new Information Request database.
- continued purging topical files.

Objective 3.2 - Information Requests:

The WRRC received and responded to the following information requests:

AK	Information regarding current CSPD plans from other states.
AK	Information regarding full inclusion.
AK	Information regarding general/special education collaboration models in western region (i.e., CBA, peer tutoring, ESL, no pullouts).
AK	Information regarding outcomes and functional assessment.
AK	Information regarding post school outcomes.
AS	Information regarding full inclusion into the community.
AS	Information regarding software for the Macintosh which can synthesize multidisciplinary assessment data and develop suggested IEP objectives.
AZ	Information regarding adaptive physical education standards/criteria.
CA	Information regarding articles, policy documents, etc., on outcome-based education.
CA	Information regarding Don Brolin's Life Skills Curriculum.

CA	Information regarding WRRC products.
GLARRC	Information regarding collaborative efforts between the Department of Education and the justice system, and the Department of Education and the Department of Mental Health.
GLARRC	Information regarding policies which address identification, evaluation, and development of individual education programs and due process procedures for those students with ADD or ADHD who qualify under Section 504 but do not qualify as having a disability under IDEA.
GLARRC	Information regarding surrogate parents and private school policies from approved 1991-93 Part B State Plans.
GLARRC	Information regarding: 1) experts in legal aid for IEP writing process; 2) implementation of REI training manuals; 3) over-identification issues.
GU	Follow-up to previous state plan request.
GU	Information regarding Attention Deficit Disorder.
GU	Information regarding eligibility criteria for 3-5-year-olds with communication disorders.
GU	Information regarding training for compliance efforts.
HI	Information regarding best practices/policies for providing education to students in adult correctional facilities.
HI	Information regarding compliance with Section 504 for special education students, and for those students who qualify under Section 504 but do not qualify as having a disability under IDEA.
HI	Information regarding the provision of related services through Department of Education.
HI	Information regarding post secondary options for students with learning disabilities.
ID	Information regarding paraprofessional training.
ID	Information regarding special education advisory panels.
MPRRC	Information regarding social skills training.

MPRRC	Information regarding special education funding.
MPRRC/ Drake	Information regarding case management models and skills development training materials for school personnel.
MPRRC/ Drake	Sample training materials concerning self-advocacy for individuals with disabilities and their families.
MSRRC	Examples of memorandums of agreement between state departments of education and other agencies.
MSRRC	Information regarding California's "Strategic Plan for Special Education."
MSRRC	Information regarding compliance with Section 504 for special education students, and for those students who qualify under Section 504 but do not qualify as having a disability under IDEA.
MSRRC	Information regarding model restructured schools.
MSRRC	Information regarding Nevada State Plan and Nevada Procedures Manual for Transition.
MSRRC	Information regarding states with published guidelines for LEA contracting of related services.
MSRRC	Information regarding use of waivers to facilitate integration.
NV	Information regarding inclusion/integration models and legal ramifications of Section 504 and IDEA.
OR	Information on WRRC products.
OR	Information regarding OSEP monitoring procedures and list of staff for OSEP/DAS.
OR	Information regarding post-secondary options for students with learning disabilities.
Other	Information regarding general and special education teachers in the western region.
Other TA Agency	Information regarding self-esteem of children with disabilities.

Other TA Agency	Information regarding WRRC "Curriculum Guide for Micronesia."
ROP	Information regarding methods to teach reading and English to students who are hearing impaired and have ESL.
ROP	Information regarding summer training programs for Masters in Science Teaching and Masters in Health Education.
SARRC	Examples of proposed or adapted state board of education rules to determine eligibility for special education placement for students with traumatic brain injury.
SARRC	Information regarding student outcomes in bilingual education, compensatory education, and migrant programs for California.
University of Oregon	Information regarding the 13th Annual Report to Congress.
WA	Information regarding speakers on the cultural aspects of assessment (for the Washington state conference).

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
46 information search	20 SEA administrators 6 LEA administrators 1 parents 17 other RRC 3 other (TA agencies)

Objective 3.3:

Continued work on the Infants and Substance Abuse Topical Update. New dissemination date is scheduled for January 1, 1992.

Quarter Three

Objective 3.1

Information Services:

- refined and made adjustments in response to the recent upgrade to new BOOKENDS (2.06) and Hypercard 2 software (all database).
- continued to input and refine multicultural database; progress has been slowed by the upgrading process.
- initiated the development of an Audio Visual database.
- continued with the development of the School Restructuring vertical files.
- continued purging topical files.

Objective 3.2 - Information Requests:

The WRRC received and responded to the following information requests:

AK	Information regarding ADD and ADD Conferences.
AK	Information regarding funding models; cost of special education in other states; and general special education financial information.
AK	Information regarding incidence reports for various categories of disability.
AK	Information regarding the National CSPD Institute.
AK	Information regarding surrogate parent training packages.
AS	Information regarding cost/content of videos on exact English sign language and ASL sign language.
AS	Information regarding MSRRC's Parent Readable Statement of Rights (1989).
AS	Samples of other state plans (Pacific) and interagency agreements.
AZ	Information regarding Oregon's Sample Procedures for Special Education Services in Oregon School Districts (1991).

CNMI	Information regarding American Samoa's IESP.
GLARRC	Information regarding extended school year programs for students with disabilities.
GLARRC	Information regarding procedures for monitoring hospital-based educational programs.
GLARRC	Information regarding implementation of mediation systems (state contacts).
HI	Information regarding Section 504 regulations and/or brochures written by states.
ID	Information regarding cycles other states have for monitoring.
ID	Information regarding schools as centers of community service.
ID	Information regarding what other states are doing for the LEA application process.
ID	Information regarding: 1) standards for placement of children in residential facilities; 2) educational standards in residential facilities to be used for monitoring.
MPRRC/ Drake	Information regarding IDEA and Carl Perkins Act for community colleges.
MSRRC	Information regarding the California Strategic Plan.
MSRRC	Information regarding complaint system managers for western region.
MSRRC	Information regarding SEA non-public school approval process.
MSRRC	Information regarding surrogate parents procedures in Hawaii.
NV	Videos demonstrating/modeling the IEP/ITP process.
OR	Information regarding current LEA self-evaluation procedures used in the western region.
OR	Information regarding how other states have developed and monitored programs in institutions that serve incarcerated youth.
OR	Information regarding OSEP staff contacts.

OR	Information regarding other states' guidelines/activities regarding non-biased assessment for students with diverse backgrounds (i.e., language/cultures).
OR	Information regarding transition and technology projects.
SARRC	Information on consultants to conduct workshops on grant writing.
SARRC	Information regarding LEA application forms for PL 94-142, Preschool, and Chapter I entitlements from California.
SARRC	Information regarding states with non-categorical funding.
WA	Information regarding monitoring documents from Minnesota, Colorado, and Louisiana.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
39 information search	22 SEA administrators 4 LEA administrators 12 other RRC 1 other (TA agencies) 1 other (IHEs)

Objective 3.3:

Disseminated to Western region SEA directors an information packet (as follow-up to the December 1991 Directors' conference call) on ADD and Section 504.

Attended the "Education Reform for All Students" conference sponsored by the Oregon DOE.

Completed and sent to press the Infants and Substance Abuse Topical Update. New dissemination date is scheduled for March 20, 1992.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 information search/topical update	10 SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ information search/topical update	_4_ SEA administrators

Quarter Four

Objective 3.1

Information Services:

- is in the process of updating the WRRC in-house directory. In connection with this update, Information Services is researching the possibility of a database for this information.
- began an update of the Information Services Manual.
- interviewed new student to fill in when current student assistant graduates.
- attended the ASCD conference.
- attended the 13th Annual Institute on Legal Problems on Educating the Handicapped.
- attended a SpecialNet in-service with the Oregon DOE.
- continued with the development and inputting of all databases and purging of the topical files.

Objective 3.2 - Information Requests:

The WRRC received and responded to the following information requests:

AK	Information regarding Idaho recruitment/retention brochures.
AK	Information regarding Maine's paraprofessional training program.
AK	Information regarding National Longitudinal Transition Study of special education students and examples of interagency cooperative agreements.
AK	Information regarding Oregon Section 504 guidelines.
AK	Information regarding other states' coordinated compliance reviews.
AS	Information regarding samples of other states' Section IX of their Part B State Plans.

AS	Information regarding transdisciplinary play assessment for early childhood.
AS	Information regarding IEP training videos from MPRRC.
AZ	Information regarding assistive technology procedures developed by SEAs/LEAs in implementing the assistive technology provision in IDEA.
AZ	Information regarding other states' regional consultants.
CA	Inspirational speakers.
CNMI	Transition training for Special Education staff.
Consumer Rep. (AZ)	List of states in the WRRC region.
GLARRC	Information regarding instrument to assess Braille skills in students who are blind or visually impaired.
GLARRC	Information regarding policies or documents related to "justifiable removal" of students from the regular education environment.
GLARRC	Information regarding: 1) training materials for teachers regarding IEP development; 2) states' IEP policy statements.
HI	Information regarding summer training on play-based assessment.
HI	Information regarding the RFP for each state's personnel development grant.
HI	Information regarding whether other states allocate special education teachers to teach in adult correctional facilities.
ID	Information regarding in-class goals and objectives for regular class inclusion.
ID	Information regarding project abstracts for the 12 states funded under OSERS transition grants.
ID	Information regarding state Special Education Advisory Panels.
ID	Information regarding students in private school placements by choice, and LEAs' responsibility for Special Education.

ID	Information regarding working programs in IHEs which actually support students with disabilities.
MPRRC	Information regarding Arizona, Washington, and California Section 504 policy/procedures.
MPRRC	Information regarding Oregon's new funding system.
MSRRC	Information regarding policy statements that include pupil/teacher ratios of class size.
MSRRC	Information regarding year round schools in California.
NERRC	Information regarding Oregon's restructuring bill (Katz Bill).
NERRC	Information regarding: 1) states that have mandated "building-based teams;" 2) what happens to pupil count as a result of "building based teams."
NV	Information regarding other states' reports or documents on funding Special Education programs.
OR	Information regarding class size/caseload.
OR	Information regarding targeted/focused monitoring.
Other Agency	Information regarding local interagency agreements.
Other Agency	Information regarding presentation done at TAPP conference on visual IEPs.
ROP	Information regarding autism.
ROP	Information regarding the MPRRC March 1992 Parent Information Bulletin.
RRCs	Information regarding monitoring and providing technical assistance.
SARRC	Information regarding audiovisual training materials on the topic of children prenatally exposed to drugs and alcohol, and children of drug and alcohol dependent families.
SARRC	Information regarding California statewide transition grant and other transition documents.

SARRC	Information regarding Hawaii State Plan.
SARRC	Information regarding re-evaluation/assessment models.
SARRC	Information regarding related services.
SARRC	Information regarding: 1) examples of OSEP-approved parents' rights statements; 2) self-study forms use in monitoring local school districts; 3) outcome-based monitoring.
WA	Copies of LD regulations from states, and technical assistance guidelines on LD.
WA	Examples of Special Education Annual Reports from other states.
WRRC	Information regarding resources available for job enrichment and motivation.

TYPE OF EVENT:

52 information search

PEOPLE INVOLVED (#s):

26 SEA administrators
2 parents
1 DD staff
1 University staff
18 other (RRC)
2 other (TA agency)
2 other (Consumer Reps)

Objective 3.3

Disseminated the Infants and Substance Abuse Topical Update to Western region early childhood (Part H and Section 619) personnel, SEA directors, other RRC and OSEP personnel.

Disseminated a Restructuring Information Packet to Western region SEA Directors and consumer participants at the OSEP Leadership Meeting.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 Topical Update	14 SEA administrators
	11 other (Part H rep)
	11 other (Sec 619 rep)
	5 other (NECTAS & OSEP)
	6 other (RRC)
	8 other (misc)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 information search/**Topical update**	14 SEA administrators
	6 other (Consumer reps)
	6 other (RRC)
	3 other (OSEP)

YEAR 2
Quarter One

Objective 3.1

Information Services:

- continued with the Information Services Manual update.
- continued with the WRRC Directory update.

Objective 3.2 - Information Requests:

The WRRC received and responded to the following information requests:

AZ	Information regarding model programs linking mental health agencies with schools.
AZ	Information regarding nationally funded centers for students with ADD.
AZ	Information regarding Nevada's Comprehensive Program Review.
AZ	Information regarding OSEP's checklist for monitoring.
AZ	Information regarding the MPRRC IEP video program.
CA	Information regarding IFSP and Family Centered Case Management.
CA	Information regarding the Incentive journal.
CNMI	Information regarding SEA advisory panels.
CNMI	List of agencies which offer related services on a contractual basis.
GLARRC	Information regarding California's proficiency/competency testing policies.
GU	Information regarding model programs for high school students who are severely emotionally disabled, at-risk, or dangerous.
HI	Information regarding extent of requests for services under new technology components of IDEA.

HI	Information regarding states that have notices on ADA.
ID	Information regarding Spanish translations of P.L. 101-476 and Section 504 of the Rehabilitation Act.
MPRRC	Contact persons for state teacher certification in Oregon and California.
MPRRC	Information regarding any other states that have developed a model for a state "lead agency" for traumatic brain injury.
MPRRC	Information regarding California's and other states' full-inclusion statements.
MPRRC	Information regarding examples of states' inservice needs assessment surveys and reports.
MPRRC	Information regarding other states' training programs for bus drivers with regard to students with disabilities.
MPRRC	Information regarding promotional materials used at the SEA or LEA level to recruit special education personnel.
MPRRC	Information regarding schools as centers of community service.
NC	Information regarding 1) Maine's paraprofessional training programs; 2) other states' regional consultants.
NV	Information regarding forums on CSPD.
NY	Information on the Oregon transition program.
OR	Information regarding inclusion of parents in the monitoring process.
OR	Information regarding school-based vocational programs and labor laws.
Other TA Agency	Information regarding Topical Update on Children Exposed Prenatally to Substance Abuse.
Other TA Agency	Information regarding Western Regional Resource Center outcomes paper for 7-Pak Conference.
Other TA Agency	List of FY '91-'92 OSERS Transition grants.

ROP	Information regarding developing IEPs and training parents regarding IEPs.
ROP	Information regarding MPRRC IEP Manual, and monitoring forms from other states.
ROP	Information regarding residential schools in NY.
SARRC	Information regarding building level or district level parent centers that are set up or in part funded by education.
WA	Contact to provide ADA compliance "walk through" to ensure access requirement.
WA	Information regarding California Coordinated Compliance Review.
WA	Information regarding MPRRC IEP Manual.
WA	Information regarding needs assessment for parents on state/local planning.
WA	Information regarding Section 504 obligations geared toward local school districts, i.e., training materials, self-evaluation forms.
WA	Information regarding state forms from Iowa for LEA use.
WA	Information regarding the Alaska Handbook.

Miscellaneous Requests

- Information regarding ADA.
- Copy of P.L. 101-476.
- Information regarding "Sample Procedures for Special Education Services in Oregon."
- Topical Update on Children Exposed Prenatally to Substance Abuse, 1992 (three requests).
- Information regarding percentage of individuals in the U.S. who use wheelchairs.
- Information regarding tracking infants of substance abuse in schools.
- Information regarding resources for family moving to South Dakota with child with autism.

Quarter Two

Objective 3.1

Information Services:

- experienced a significant change in personnel, with the reassignment of part-time Information Services Assistant Arlene Russell to full-time Information Services (Sept) and the initial hiring of Information Specialist 1.0 FTE Susanne Carter (Oct), Information Specialist .5 FTE Camilla Bayliss (Oct), and student worker Adrian Heinel (Sept)

- Camilla Bayliss and Susanne Carter attended training sessions on CD databases and FirstSearch capabilities at the University of Oregon Library

- Camilla Bayliss and Susanne Carter met regularly with WRRC mentors for orientation to the center, its mission, procedures, and activities

- Camilla Bayliss and Susanne Carter, along with WRRC's new Early Childhood Education specialist Eileen Hughes, began meeting with state liaison representatives for an overview of special education and current issues in their states

- consolidated services into the library area

- adopted long-range plans for revising and streamlining access to library resources by reconstructing files and consolidating subject area databases

- initiated weekly team meetings

- changed the method of accessing and disseminating information from SpecialNet

- connected electronically with the other RRC Information Specialists through the Bulletin Board System coordinated by GLARRC

- disseminated (in-house) the updated WRRC Information Services Manual

- disseminated (in-house) the updated WRRC staff directory

- continued purging, consolidating, and updating vertical files

Objective 3.2 - Information Requests:

The WRRC received and responded to the following information requests:

AS	Information regarding how other states apply the "regression/ recovery index" to determine the need for extended school year.
AS	Information regarding private schools which receive federal funds refusing to admit students due to their physical disabilities.
AZ	Information regarding medically fragile.
AZ	Teacher-oriented materials for students with ADHD/ADD.
CNMI	Information regarding residential treatment centers in the Western Region for adjudicated adolescents with behavioral problems.
CNMI	Information regarding SEA's responsibility to provide compensatory education for person over 22 who is receiving VR services.
CNMI	Job description samples for monitoring/compliance staff under new IDEA.
GLARRC	State education finance statutes and rules for Washington and California.
GU	Copies of self advocacy materials for teachers.
GU	Information regarding policies/procedures for implementing Section 504.
HI	Copy of Nevada transition IEP paper, and Iowa and Colorado transition manuals.
HI	Information regarding requests for extended services beyond 21 years.
HI	Information regarding self-determination curriculum.
ID	Information regarding nonsupplanting funds in rural school district where retiring teacher replaced by teacher earning less per year.
ID	Information regarding procedures governing state schools for the deaf/blind, monitored by the SEA, which are found out of compliance with IDEA.

MPRRC	Information regarding caseloads for states.
MPRRC	Information regarding interagency agreements between SEAs and institutes of higher education.
MPRRC	Information regarding state guidelines for special Health Care Needs (medically fragile) 1991 or sooner.
MPRRC	Information regarding Traumatic Brain Injury guidelines.
NERRC	Copy of House Bill 3565.
NERRC	Information regarding state guidelines for determining the severe discrepancy for specific learning disabilities.
NERRC	Transition manuals with self advocacy focus.
NV	Information regarding due process hearings.
NV	Information regarding papers or surveys of what SEAs should be doing about ADD identification and treatment.
NV	Information regarding state guidance/process documents which describe the relationship in discipline action to handicapping condition.
NV	Information regarding states that use administrative law judges.
NV	Information regarding what other states are doing to define "evaluation completed in a reasonable amount of time."
NV	Recommendations for speakers for Inclusion conference.
OR	Information regarding FLSA guidelines and their application to SLD students.
OR	Information regarding how services to bilingual/migrant student in need of special education are being affected by state-level restructuring/reform movements.
OR	Letter of clarification on purchase of Assistive Technology for home use.
Other TA Agency	Department of Education 34 CF4 300-301 regulations.

Other TA Agency	Information regarding states' efforts at improving transition.
Other TA Agency	Information regarding survey instruments or interview protocols to assess parent satisfaction with schools/community agencies.
Other TA Agency	Information regarding training HBCUs and OMIs in proposal development.
Other TA Agency	Names and addresses of State Systems Change Grantees for years one and two.
Other TA Agency	Names of transition specialists in State Departments of Education in the western region.
Other TA Agency	Procedures/instruments to evaluate effectiveness of programs under Part B.
RMI	Catalogues & sources for teachers of young blind students.
RMI	Catalogues for AV on special education needs.
RMI	Information regarding cooperative agreements between SEAs and other agencies.
RMI	Teaching materials for blind - recorded books.
ROP	Sample childfind fliers, brochures, strategies for minority areas.
WA	Information regarding facilitated communication and sensory integration for autistic children.
WA	Information regarding state level formula/model to estimate the prevalence levels of children with TBI and autism.
WA	Information regarding states/districts with year round schools.
WA	Information regarding third party Medicaid reimbursement.
WRRC	Past information request letters and information on Assistive Technology.
WRRC	Information regarding programs for people with disabilities aged 18-22 who are in adult correctional facilities.

TYPE OF EVENT:

61 information search/**Topical update**

PEOPLE INVOLVED (#s):

41 SEA administrators
8 other TAs
7 other (RRC)
1 other (OSEP)
2 other (school personnel)
2 other (WRRC staff)

Objective 3.3:

Began research on Attention Deficit Hyperactivity Disorder update concerning school-based identification and assessment.

Began research on Traumatic Brain Injury update concerning the appropriate role of schools in assessment.

Began research on Topical Update concerning services to youth with disabilities who are incarcerated.

Quarter Three

Objective 3.1

Information Services:

- Attended a training session on Lexis/Nexis/Medis at the University of Oregon Library and met with Education Representative Kay Connors for orientation to additional educational resources in the library's reference section X.

- Obtained Vax accounts, enabling the staff to access the collection of 20 FirstSearch databases.

- Continued to correspond electronically with other RRC Information Specialists through the Bulletin Board System and Internet as more of them become connected.

- Instituted a Book of the Week project to invite staff input on purging library resources; continued purging and accessioning library resources prior to 1980.

- Began accessioning RRC products into the professional library collection to consolidate similar resources for easier access to materials.
- Completed orientations with state liaisons.

- Designed and printed 500 "Thank You" cards for staff use.

- Streamlined procedures to disseminate SpecialNet information to program staff members, according to their fields of interest.

- Continued to purge, reorganize, and update vertical files.

- Reactivated parents subject area database and redesigned its formatting to be consistent with other subject area databases.

- Reorganized and streamlined information request files.

- Began updating state file information.

- Drafted a policy clarifying what materials belong in the master file/originals file/library collection.

- Prepared a chart to help program staff members reevaluate journal/newspaper holdings and routing lists. Recommended changes will be considered during the next quarter.

- Played a major role by conducting research, phone searches and summarizing extensive information for the Corrections Connection topical update (see MU11 ADJ for details).

- Received the Division of Education Services' DESIS tapes of grant information and offered database searching services to program staff.

- Continued to gather resources and make contacts with organizations interested in collaborating on an RRC-wide information project to collect, annotate, and disseminate parent information translated into languages other than English.

- Began exploring the possibility of disseminating RRC products through the National Clearing House of Rehabilitation Training Materials and the ERIC system.

Objective 3.2 - Information Requests:

The WRRC received and responded to the following information requests:

Requester	Request	Content Area
AK	• Current information on TBI & autism (bibliography, policies, etc.)	TBI/Autism
AK	• Information regarding Medicaid funding in schools in WA & OR	Finance
AK	• List of SEA directors for western & pacific region	SEA Leadership
AL	• Diploma guidelines for special/general education	Special Populations
AS	• ADHD information	Special Populations
AS	• Incidence rates by disability category as proportion of total school population	SEA Management
AS	• Information on hearing officer training	Procedural Safeguards
AS	• Source for checklist of adaptive living skills	Special Populations
AZ	• States' response to federal requirements to report ethnic & disability status of trainees	CSPD
CNMI	• Alternative strategies to manage behaviors of student with ADHD & hyperactivity	ADHD
CNMI	• Copy of OR System Change Grant	Transition
CNMI	• Current phone/fax for teachers for Overseas Recruitment Consortium	Recruitment/ Retention
FSM	• Copies of parent handbooks	Family
FSM	• Literature & program descriptions on computer assisted instruction for special education	Technology

GLARRC	SED/LD Guidelines	Special Populations
HI	Section 504 due process guidelines	Due Process
ID	Copy of Developing Special Education Policy: A Training Manual	Policy Development
ID	Copy of Hatch Amendment	Procedural Safeguards
ID	Information regarding strategic planning	Strategic Planning
ID	State Systems grant information	Transition
ID	Training materials on adjudicated youth	Adjudicated Youth
ID	Workforce 2000 information	Transition
ID	Written information on grant writing & possible trainers	Grant Writing
ID, SARRC	National longitudinal study on students entering school (2 requests)	Transition
IN	Preschool-private vendor agreements	Early Childhood
MPRRC	LD guidelines/state definitions	LD
MPRRC-Drake	Eligibility standards for specific disabilities	Assessment
MPRRC/GLARRC	LD eligibility criteria	LD
MSRRC	Examples of local districts' mission statements emphasizing inclusion	Inclusion
NV	Independent to establish third party Medicaid payment system	Fiscal Management
NV	State regulations for determining eligibility criteria for autism, TBI, and other health impaired & orthopedically impaired	Assessment
OH	Guidelines from ID, AK, & OR	Guidelines
OR	Clarification on IDEA transition requirements	Transition
UO	Fetal Alcohol Syndrome information	Special Populations
UO/UAP	Early sign language videos	Early Childhood
UT	Current information on Guam & American Samoa special education	Special Populations

WA	• DESIS information	Special Populations
WA	• EPSDT information	Monitoring
WA	• Materials on self-advocacy curriculum and tax incentives for employers to hire disabled.	Transition
WA	• Medicaid reimbursement information	Finance
WA	• Medicaid/EPSDT information	Early Childhood
WA	• Monitoring manuals & information on use of computers for monitoring	Monitoring
WA	• Multicultural materials regarding special education assessment	Assessment
WA	• New categories used by states for special ed. classification - fiscal application programs	Finance

TYPE OF EVENT:

55 information search

PEOPLE INVOLVED (#s):

33 SEA administrators
4 LEA administrators
7 staff
4 other (TA agencies)
7 other RRC

Objective 3.3:

Continued research on future topical updates on the following topics:

- Attention Deficit Disorders
- Traumatic Brain Injury
- Post-Graduation Transition Issues

Quarter Four

Objective 3.1

Information Services:

- Hired and trained Joanne Tabeb to replace Arlene Russell, who resigned effective April 30, 1993.
- Completed 10 document profiles of special education parent materials written in more than one language for an RRC-wide pilot project. This technical assistance project is anticipated to be expanded into an annotated bibliography of multilingual resources for parents.
- Prepared and entered copies of the Correction Connections Topical Update for inclusion in two clearinghouses where copies may be ordered for the cost of printing and postage.
- Completed guidelines and a flowchart outlining responsibilities of Information Services team members when developing a product or assisting in the development of a product.
- Revived and revised the Parents Database to be compatible with other subject-area databases.
- Completed the reevaluation of library resources prior to 1980 and entered items to be saved into the Library database.
- Completed the reevaluation of the library journal/newsletter collection and began monitoring contents of 15 regular education journals.

Objective 3.2 - Information Requests:

The WRRC received and responded to the following information requests:

AS	Diplomas/modified diplomas for special education students.
AS	Information regarding vocational assessment for special education students.
AZ	Expulsion/suspension rules for WRRC states.
CA	Information on alternative dispute resolution process; mediation, ombudsmen.

CA	Copy of NJ Technical Assistance Document "Guidelines for Developing a Comprehensive System of Personnel Development."
CA	Parents' rights information in Spanish.
CO	Reader-friendly IDEA regulations on disk.
FL	Diagnostic inventories.
FSM	Special education textbooks.
FSM	Copies of ADA.
FSM	Information from UFAS dealing with access to upper floors in buildings built with federal funds.
GU	Information on Community Transition Team Model.
HI	Information on retention of student records.
MPRRC	Adaptive physical education training programs.
MSRRC	Guidelines for PT/OT services.
MSRRC	Interpreter guidelines.
Nepal	Current issues in Special Education.
NV	Professional personnel data in five rural states.
NV	State timelines on assessment.
OR	Information regarding IDEA & Section 504 for corrections superintendents.
OR	Agenda for the American Education System.
Other TA	Vocational rehabilitation exemplary programs in Oregon.
Other TA	Fetal Alcohol Syndrome teaching strategies.
SARRC	Information regarding Part B/OSEP/IDEA regarding Assistive Technology.
SARRC	Samples of IFSPs.

SARRC	Child find materials.
SARRC	ADA--Early Childhood implications.
WA	Information regarding termination of services at graduation; diploma options.
WA	Rural special education issues.
WA	California Survival Guide.
WA	IDEA information in Spanish.
WA	Information on extended school year.
MPRRC	Simplified explanation of IDEA (2).

TYPE OF EVENT:

38 information search

PEOPLE INVOLVED (#s):

19 SEA administrators
6 staff
1 parents
2 other (TA agencies)
7 other RRC
3 Non-region

Objective 3.3:

Completed one synthesis paper entitled "Traumatic Brain Injury: The Role of Schools in Evaluation." Collaborated with other WRRC staff to complete another document entitled " Transition Services Beyond Graduation: State Policies and Practices." Completed first draft of a paper entitled "School-based Assessment of Attention Deficit Disorder."

Attended the annual OSEP leadership conference in Washington, DC April 27- 29.

Attended the National Association of State Directors of Special Education demonstration of the State Special Education Policy Database and discussed future collaborative efforts to share information contained in this database.

Outcome Evaluation Report

Information Services evaluated the results of nine requests received during the past six months. Summaries of those evaluations are provided here.

1. Richard Smiley, AK (1169): The sampling state policies we provided was beneficial in helping them start writing their own policies and procedures to begin a Medicaid reimbursement program. Alaska has hired a half-time Medicaid staff member as well as a consultant to help them get the system going. A future TA need may be linking the half-time specialist with seminar opportunities and current information.

2. Jane Festerling, HI (1134): Hawaii is in the process of developing separate rules and hearing process for Section 504 cases. We have sent Section 504 materials, especially those dealing with the hearing process. Jane Festerling attended a conference we recommended and says info has been beneficial. We are continuing to track and send additional information.

3. Mary Bostick and Sharon Pond, ID (1167, 1229): Information requested on systems change grants (abstracts and actual grants sent) has helped staff members to apply for two systems change grants, one for transitions and one for severe populations.

4. Jimmy Hicks, Wilson Kephas, Kosrae (1149): Information requested on computer-assisted technology for special education purposes helped them develop plans for a computer lab to open in the fall of 1993. Two rooms in high school have been renovated with federal funding and will become a computer lab for basic skills supporting regular and special education students. We are sending additional software information and providing a mainland contact.

5. Jim Rich, WA (1743): We provided information requested on self advocacy and tax incentives -- two areas of transition in which he is particularly interested. He would like continued information on transition issues and rural special education needs on an ongoing basis.

6. Gloria Dopf, NV (1221): We provided information comparing NV personnel with other rural states. Info was timely and accurate but legislature did cut positions (more due to budgetary considerations than quality of information sent).

7. Barbara Rudy, CNMI (1177): We sent information on alternative strategies for ADD classroom management. This information was passed on to a requesting teacher (also a parent or grandparent of student diagnosed with ADD). No follow up has transpired.

8. Kay Lund, AZ (1233): We sent information regarding state policies on expulsion/suspension, used by AZ Department of Education and Attorney General's Office for formulation of new policy statement. A brief summary of each policy would have been appreciated.

9. Joel Weaver, HI (1191): We sent information on dyslexia, dyslexia and ESL, and teaching strategies, all used by teachers seeking to improve methods of teaching dyslexic students.

OBJECTIVE FOUR

Networking and Collaboration

Objective 4. To promote and participate in collaborative activities with other agencies within Region 6 and nationally.

Quarter 1

Attended the Pacific Region Education Laboratory (PREL) Conference in Majuro, Republic of the Marshall Islands in July:

- Presented workshop on "Using Cooperative Learning Strategies in the regular classroom to involve low-performing students." Most participants at this workshop are regular education teachers, supervisors, and administrators. It was a good forum to teach skills and spread the message that students with mild disabilities (who in Pacific schools are usually in regular classrooms) can be taught and should be seen as an integral part of their class and the responsibility of the classroom teacher.
- Participated in an interagency Pacific Technical Assistance Providers' Networking session. This was the first year such an effort has been provided and it was very successful. Over 30 people attended from a variety of both public and private agencies. Four people represented special education agencies, from WRRC, Pacific D/B, NEC*TAS; others seemed surprised at the extent of special education involvement. We keep educating, in this case, regular education TA providers.
- The final activity WRRC participated in was to convene a "Special Education Network" meeting. This was a new strand at the PREL Conference. Network meeting time was provided for various interest areas as science, drug abuse, R & D, early childhood, and others. It allowed the special education administrators and other staff to get together and talk about what ever they wanted. Although it was a small meeting, participants reported it useful and asked for it to be repeated next year.

This meeting also provided an opportunity for WRRC staff to meet with DOE and SEA/LEA staff from FSM and ROP to consult and continue the on-going needs collection/evaluation process.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference call	_2_ LEA administrators _24_ teachers _4_ other (DOE)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference call	2 LEA administrators 5 teachers 1 other (TA)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
4 consultations	3 LEA administrators 5 other (DOE)

Quarter 2

Planned and conducted a conference call for all RRC Information Specialists.

Hosted NERRC Information Services staff at the WRRC. Purpose of the visit was to provide a hands-on and first hand look at the WRRC Information Services and LAN systems.

Developed the agenda and facilitated the December 9-10, 1991 RRC Information Specialist meeting at the MPRRC.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference call	8 other RRC staff

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 consultations	1 other RRC staff

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
1 workshop/topical mtg/conference	8 other RRC staff

During the quarter, WRRC staff participated regularly in a variety of conference calls intended to ensure collaboration across OSEP-funded and with other TA providers:

- RRFC Directors,
- Pacific TA Providers (these calls were initiated by the WRRC and continue as the principal forum for coordinated Pacific TA),
- RRFC Transition Specialists, and
- RRFC SEA Management/Monitoring staff (newly established this quarter by MSRRC).

September: Met with TRACES staff to review materials on systems change.

October: Participated in the OSEP TA/Dissemination meeting in Washington, D. C.

November: Participated in the NASDSE Annual Conference in Cincinnati. Scheduled a luncheon for WRRC SEA Directors in attendance and used the opportunity to review TA provided and planned.

TYPE OF EVENT: [TRACES]	PEOPLE INVOLVED (#s):
_1_consultations	_2_other (TA providers)

TYPE OF EVENT: [NASDSE]	PEOPLE INVOLVED (#s):
_1_linking SEAs	_7_SEA administrators

Outcome Evaluation Report

"The Pacific Child: Building Bridges for the Future." Invited presentation at the Eight Annual Pacific Educational Conference, 7/91.

Summary of Evaluation Methodology: Workshop organizers designed an immediate feedback form on presentation organization, objectives, quality and application, each item ranked 1 (low) to 5 (high). In addition, respondents indicated whether there was a need for additional information on this topic. The WRRC presenter was provided copies of all evaluation forms and a summary analysis.

Evaluation Results: Twenty evaluation forms were received. Six of the seven ranked items received a mean of 5.0 and the last mean was 4.95. Several participants provided written comments, all positive and many requesting additional information.

Comments: Due to its long association with the region and the scope of its work, the WRRC is often in a unique position to convey information about its client jurisdictions. By providing such information, which in many cases might otherwise not be available in such a form or to the target audience, the WRRC expands the knowledge base about its region, and potentially makes connections for its clients which in turn would facilitate their work. In this case, information about the implications of educational directions and developments on students with special needs was presented to an audience of predominantly general educators from Pacific jurisdictions.

Quarter 3

Hosted NERRC Information Services staff at the WRRC. Purpose of the visit was to provide a hands-on and a first hand look at the WRRC Information Services and LAN systems.

Developed the agenda and facilitated the December 9-10, 1991 RRC Information Specialist meeting at the MPRRC. Routed first "roving packet" (on ADD and Section 504) to RRC Information Specialists, a result of recommendations made at the MPRRC meeting.

Described development, maintenance and functions of WRRC Information Services with visiting NASDSE staff member.

Participated in NEC*TAS conference calls about extended year participation. Networked with other RRC early childhood staff on activities in this area and WRRC state participation.

Attended the February 1992, OSEP State Networking Meeting on severe disabilities.

WESTAT Data Management Advisory Group: WESTAT invited and supported WRRC participation in the annual meeting of this advisory group to plan the Mar/Apr Annual Data Managers' Meeting.

RRFC Networking: WRRC staff participated in monthly RRFC Directors calls and calls among RRC specialists in Transition, School Restructuring, SEA Monitoring, Early Childhood and Information Services.

Pacific TA Collaboration: WRRC and other Pacific TA providers continued periodic conference calls to coordinate TA in the Pacific and to plan for the Third Pacific Leadership Conference on Individuals with Disabilities.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ consultations	_1_ other RRC staff

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ topical mtg	_8_ other RRC staff

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ information search	_8_ other RRC staff

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ consultations	_1_ other (NASDSE)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ consultations	_1_ other RRC staff

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_3_ consultations	_3_ SEA administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop	_6_ other RRC staff

Quarter 4

During the OSEP Annual Spring Meeting, the Information Specialists met with Judy Smith Davis regarding an RRC SpecialNet Bulletin Board.

Reviewed CSPD documents for the National Clearinghouse for Professions in Special Education.

WRRC staff participated in monthly RRFC Directors' calls, and calls among RRC specialists in Transition, School Restructuring, SEA Monitoring, Early Childhood and Information Services.

In addition, WRRC staff have taken the lead or supported RRFC activities across regions:

- OSEP Meeting: The WRRC supported travel and expenses of Region 6 SEA Directors to attend the OSEP Spring Leadership Conference in Washington, D. C., April 20-1-23, 1992. The WRRC participated with other RRFC units, OSEP staff, and others to plan and support the conduct of the conference. Meeting preparation involved substantial time on the part of several WRRC staff who worked with OSEP staff, SARRC, and others to complete the advance work necessary for a successful meeting. WRRC staff worked with Region 6 SEAs to update the national compendium of general education - special education status, *Education Reforms and Special Education: Partnerships in an Era of Change*. During the meeting, WRRC staff facilitated several of the small group discussions and served as part of the recording entourage for the discussions and general meeting sessions.

- RRFC Staffs Meeting: The WRRC worked with SARRC on the agenda for the meeting held April 23-24, 1992, following the OSEP Spring Leadership Conference. The topic was the changing educational landscape and the future of the RRFC program; the presenters arranged for by the WRRC:

  - •Peter Paul Evans, Consortium for Network Information
  - •Gordon Ambach, Council of Chief State School Officers
  - •Jim Tucker, Director, State Director of Special Education, Pennsylvania
  - •Nancy Safer, Director, Division of Educational Services, OSEP

  The agenda also included a demonstration of a meeting facilitation and problem solving technique ("storyboarding"), provided by the SARRC and MSRRC staffs. The topic of the demonstration was future strategies for the delivery of assistance to SEAs by the RRFC Program. The general response to the meeting was exhaustion. Although those who took part in all the sessions had generally positive comments (save for one presentation), the attrition rate during the day high and general mood was low. This was clearly the result of trying to pack too much into one week.

- Planned and facilitated the RRFC-OSEP meeting for the 12 State Transition Systems Change Grantees (MR04 TRN).
- The Four Corners SEA Meeting involving four states and two other RRCs (MR05 MGT).
- The national meeting of SEA monitors (MR03 MON).

(Detailed progress for each of the TAAs mentioned above is reported in the TAA Section of this Report.)

The WRRC collaborated with the MCH TA Center (Georgetown University), NEC*TAS, and others to sponsor the third annual Pacific Basin Leadership Conference for Individuals with Disabilities, in Saipan, CNMI, March 9 - 13, 1992. The focus of the conference was interagency collaboration on programs from early childhood to adult disabled. Most content presentations were focused on younger children and students. WRRC staff facilitated small group discussions, presented summaries of activities in the Pacific, and presented a plenary session on strategies for successful collaboration. Participants included representatives form all Pacific jurisdictions. The WRRC sponsored one participant from some of the jurisdictions, with most participation coming at the expense of other TA providers and the involved governments. Each participating team completed a plan of action for initiating collaborative programs in one or more areas upon return from the conference.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference call	_4_ other (RRC)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ workshop/topical mtg/conference	_9_ other (RRC)

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
_1_ consultation	_1_ other (TA agency)

YEAR 2

Quarter 1

RRFC Reporting and Documentation

The WRRC took the lead in conducting a conference call with other RRCs regarding reporting and documentation standards for the RRFC Program. The purpose of the call was to agree on recommendations to be made to the RRFC Directors when they meet in October. Two recommendations developed during the April 24 meeting of this task group were accepted for presentation to the RRFC Directors. They are as follows:

Recommendation 1 [On the Outcomes of RRC]

That OSEP and the RRFC Directors agree that the intended outcome of RRC assistance is improved state capacity to ensure quality educational programs for students with disabilities and their families:

- State capacity changes will be evident in changes in SEA policy, SEA practice, or SEA program.
- "SEA" may mean "SEA personnel" -- changes in their skills and knowledge are among legitimate RRC outcomes.

Recommendation 2 [On the Nature of RRC Interventions]

That OSEP and the RRFC Directors agree that specific interventions to achieve the outcomes of RRC assistance remain the purview of each individual RRC, in negotiation with each of its region's SEA, subject to OSEP review.

Further work on a report for the program is proposed for the remainder of the current funding period. In addition, this task group may make recommendations to OSEP regarding future reporting standards for the RRFC Program.

Collaboration with NASDSE and SMHRCY

The WRRC, MPRRC/Drake, and GLARRC are collaborating on behalf of the RRFC Network with NASDSE and SMHRCY (the State Mental Health Representatives for Children and Youth) to plan an awareness building and information dissemination segment for the NASDSE agenda in Atlanta, November 1992. This activity will be submitted as a new NATAP in the coming

Needs Report from this center. The outcome of this activity will be collaborative plans from the SEA Director and participating SMHRCY representatives to improve mental health services in schools to children who are or may become seriously emotionally disturbed.

Collaboration with OSEP on the National Agenda Activity

This too will be submitted as a new NATAP. The WRRC Director and staff members from MPRRC and MSRRC met in Washington, D. C., with representatives of OSEP to lay plans for a national agenda to improve the outcomes of services to all children, especially those with disabilities.

RRFC Teleconferences

WRRC staff participated in monthly RRFC Directors' calls, and calls among RRC specialists in Transition, School Restructuring, SEA Monitoring, Early Childhood and Information Services.

Quarter 2

Attended the annual RRC Information Specialists conference in Fort Lauderdale, FL in October. Participated in InterNet training and ADHD informational session and exchanged informational updates with other RRC Information Specialists. Saw a BBS system demonstrated which the RRCs will try to use to connect electronically. Discussed a possible multiregional TAA collect bilingual education materials published for parents of children with disabilities (SARRC, lead).

RRFC Reporting and Documentation

The cross-regional work on this activity continued with individual centers preparing or providing input on "impact assessment" position papers, culminating in a discussion by the RRFC Directors and OSEP program leader at the October 29 RRFC Directors' meeting. The crucial issue of the outcome of RRC assistance was discussed and differences in interpretation were resolved. The OUTCOME of RRC assistance is change in State policy, program or practice which improves local practice and benefits children and youth with disabilities. The INTERVENTIONS pursued by RRCs can be at any point in the state (with SEA agreement), including interventions in local schools, as long as the connection can be demonstrated empirically or argued logically between improvements in State capacity and local programs. A combined draft of the papers proposed by WRRC and MPRRC, reflecting the input of other Centers, will be prepared by the WRRC and distributed to all Centers in the coming months.

[OSEP provided a set of standards for final reporting to all DES grantees. Those requirements will guide the report formats for the RRCs.]

Collaboration with NASDSE and SMHRCY

A Tuesday afternoon session at the Atlanta NASDSE Annual Meeting was held focusing on issues of special education and mental health collaboration to improve programs of mental health services in schools. The opportunity to promote this kind of cross agency sharing at this level arose because NASDSE and SMHRCY (the association of State Mental Health Representatives for Children and Youth) planned their meetings for the same week in Atlanta.

The RRCs and the Child and Adolescent Service System Program Technical Assistance Center at Georgetown University worked collaboratively to support the interactions of these two groups during the afternoon session. The issues were focused on through a structured discussion process designed by Susan Ignelzi (GLARRC). These included administrative, program development, personnel development and fiscal issues. Each of ten small groups exchanged information on these issues, identified resources needed for states to continue development in this area, and designed next steps to be taken in each state to improve local programs. A summary of the products of the small group work was requested by participants and is nearly completed at this time. It will be distributed to NASDSE and SMHRCY participants in this activity.

RRFC Teleconferences

The RRFC Directors continue to conduct monthly conference calls to coordinate activities and share information on each Center's work. During the last quarter a change in the structure of these calls was instituted. A systematic review of each area in which multi-regional activity is being pursued will occur each month.

Project Directors' Meeting

The WRRC Director participated in the OSEP Division for Severe Disabilities Project Directors' Meeting in McLean, Virginia, October 27-29.

Pacific Technical Assistance Coordination

The WRRC continues to actively pursue collaboration with other technical assistance providers in the Pacific to improve the coordination of activities in the Pacific aimed at program improvement. During this quarter that collaboration included two conference calls with participation from the Pacific Deaf/Blind Center, NEC*TAS, Pacific health and education representatives, and the Georgetown University Maternal and Child Health Technical Assistance Center. The primary focus of the calls was planning for the Fourth Annual Pacific Basin Leadership Conference, to be conducted in Pohnpei in early March 1993. WRRC participation will be limited to some staff support and travel support to SEA Directors who wish to participate. The WRRC has assisted SEA Directors to contribute to the agenda planning process to ensure that the conference addresses education related issues.

The WRRC also prepared and distributed a Pacific Technical Assistance Calendar for the period October through March. Contributors to the calendar include the agencies named above, plus TRACES, the vocational rehabilitation technical assistance center in San Diego (RCEP), the Rehabilitation Research and Training Center in Hawaii, the Pacific Regional Education Laboratory, and others. Through this effort to coordinate calendars and events with other agencies, opportunities to align services to the region have also be explored. These arrangements will be reported individually under appropriate TAAs, but they include almost all the parties contributing to the calendar.

Outcome Evaluation Report

"Using Big Books to Include ... Students in Regular Classrooms," and "Special Education Networking," Invited Presentation to Pacific Educational Annual Conference, Pago Pago, American Samoa, 8/92.

Evaluation Methodology: Immediate feedback was sought from participants at the end of the workshop. Summaries of evaluation results were done by PREL staff and submitted to each of the presenters.
Evaluation Results: The Big Books were presented twice, to a total of 39 participants, and the Networking session once, to 18 people.

Rankings for both sessions were high on organization, quality, scope and application. Participants in the Big Books sections ranked the application possibilities higher than those in the Networking session. Comments on Big Books were enthusiastic and positive; all respondents indicated it was a good use of their time, and a good match with what they hoped to get out of the session. Specific mention was made about how much was learned and how applicable it would be.

Pacific Technical Assistance Coordination

WRRC staff again participated in the annual Pacific Region Education Laboratory's Conference in American Samoa. This conference brings together regular and special educators from the U.S. Pacific jurisdictions. Two sessions entitled "Using Big Books to Include Students with Disabilities in the Regular Classroom" were conducted by WRRC. Staff also facilitated the networking meeting for special education participants during the conference and participated in a TA Agencies networking meeting that brought together representatives of 26 agencies which provide TA to the Pacific Basin region.

Next year's conference will be held in Weno, Chuuk. WRRC staff have been especially invited to both present at the conference and remain after the conference to help conduct a two-day training for Chuuk teachers.

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
3 workshop/topical mtg/conference	6 SEA administrators 8 LEA administrators 75 teachers 3 parents 12 regular ed administrators

TYPE OF EVENT:	PEOPLE INVOLVED (#s):
4 meetings/consultations	6 SEA administrators 8 LEA administrators 4 teachers 2 parents

Technical Assistance for Parents Program

The WRRC Director participated as a "TAPP Advisor" to the planning committee for the January 1993 Annual TAPP conference. The participation was all done by phone and included some individual consultation about conference process with staff from TAPP, as well as participation in a conference planning call conducted by Patti Smith-Davis for the TAPP Network.

University Affiliated Program

The WRRC supported its UAP unit in the preparation for and conduct of a site visit held in August. The WRRC Director presented an overview of the Center's objectives and recent achievements, and information on past activities and products was given. In the final report of the site visit, the WRRC was featured as "an exemplary outreach dissemination program."

Quarter 3

Collaboration with NASDSE and SMHRCY

A report has been completed on NASDSE/SMHRCY collaboration activities that took place at the Atlanta meeting in November. The report includes the results of the survey of the NASDSE and SMHRCY representatives to that meeting, as well as the results of the planning groups efforts during the meeting to generate collaboration ideas that states might employ. The report will be distributed by NASDSE and SMHRCY organizations to their respective memberships. CASSP TA Center is currently working with some of the RRCs to plan for follow-up activities in regional conferences to be conducted this spring and over the course of the next two years.

Collaboration with OSEP on the National Agenda Activity

This activity is reported under the report on MR06 RES.

Monthly RRFC Conference Calls

The WRRC participated in the monthly RRFC conference calls held in each month of this quarter.

Pacific Technical Assistance Coordination

The WRRC collaborated with other TA providers (the Pacific Basin Deaf-Blind Center, Maternal and Child Health TA Center at Georgetown, NEC*TAS, and TAPP) to plan for a collaborative TA and program development conference for Pacific leadership personnel to be held in Pohnpei, March 93.

Technical Assistance for Parents Program

The WRRC Director participated on a TAPP National Conference (January 93) panel on IDEA monitoring with Ruth Ryder (OSEP/DAS) and PTI directors from Minnesota and Puerto Rico.

OSEP Collaboration

Attended the OSEP Third Annual Technical Assistance and Dissemination Conference in Washington, D.C., February 8-11, 1993. Networked with other RRCs as well as other OSEP-funded technical assistance agencies.

Quarter 4

Collaboration with OSEP on the National Agenda Activity

The WRRC collaborated with other RRFC Network members on the National Agenda activity. This is reported in detail under MR06 RES.

Monthly RRFC Conference Calls

The WRRC participated in the regular monthly conference calls of the RRFC program. Calls organized by the FRC have been a benefit to tracking work which crosses regional boundaries. These final calls may have lacked for some substance because of a decreasing amount of common work as the funding period wound down. There is a need for such a coordinating mechanism, however, to ensure that the RRFC network is able to address issues cross regionally and nationally in a coherent and organized fashion.

Pacific Technical Assistance Coordination

The WRRC co-sponsored the Fourth Annual Pacific Basin Leadership Conference, March 7-11, 1992, in Pohnpei, FSM. The Conference was held at Palikar, the FSM government offices and conference center. Participant teams from throughout the Pacific jurisdictions attended. The WRRC provided support to one SEA participant from each jurisdiction, with NEC*TAS, the Pacific Deaf/Blind Center, and the Georgetown Maternal and Child Health Technical Assistance Center providing other external support. Most jurisdictions also sent participants at their own cost.

The agenda focused on community based systems change strategies to build services in education and allied health fields in the Pacific. Each jurisdiction developed an action plan for following up the conference. A significant recommendation from participants was to focus technical assistance efforts for the next couple years at the individual island level, perhaps bringing in village teams from health, education, and village community leadership to plan for community-based services. This will be an element in the direction of future WRRC assistance in collaboration with these other TA providers in the coming five years.

OSEP Spring Leadership Conference

WRRC staff participated and assisted in facilitating the annual OSEP Spring Leadership Conference, April 27 through 30, at the Ramada Renaissance TechWorld in Washington, D. C. In addition to participating in the meeting, the WRRC also took the opportunity of having state directors together to hold a variety of meetings with them (e.g., a luncheon for all WRRC SEAs to discuss closeout of the two year grant and evaluation of past assistance, a meeting with OSEP staff and Pacific jurisdiction representatives on the unique features of those jurisdictions and the interests and commitment of OSEP to working in that area, a variety of individual conferences to complete work prior to May 31).

Following the conference, the WRRC Director had several conversations with Marie Roane regarding the conference and its future. The WRRC supports OSEP's interest in examining the purpose, scope and participation in an annual meeting of this sort and would be interested and willing in participating in future discussions regarding future directions for such meetings.

Project Forum

WRRC staff participated in the NASDSE Project Forum work group on revising special education eligibility criteria The meeting was held on May 3 & 4 in Washington D.C. and included 14 participants from around the country.

Information Services

The RRC Information Specialists have had several teleconferences about the RRC-wide project to collect and annotate parent materials written in more than one language. A pilot project was completed in May; it is anticipated this project will be expanded and further developed during the next contract period.

The RRC Information Specialists met during the April, 1993 OSEP leadership meeting. We talked about meeting together in October, searching for ways to increase our connectivity and information sharing, and discussed the idea of compiling a national database of consultants which would serve all the RRCs.

OBJECTIVE FIVE

Stakeholder Activities

Objective 5. To provide the WRRC with expert input on critical issues.

Quarter 1

SEA Directors' Meeting: The WRRC conducted its first SEA Directors' meeting in Eugene in July. This was the opportunity for Region 6 Directors and WRRC staff to generate ideas about emerging issues, TA content and process, and operationalizing the new cooperative agreement. The two-days was spent working toward four broad goals: 1) to inform states of operational details of the new cooperative agreement, 2) to identify priority state and regional technical assistance needs, 3) to agree on procedures for regular communication, and 4) to generate recommendations for organization of a WRRC advisory function.

Outcome Evaluation Report

Summary of Methodology: Evaluation questionnaires were collected from the SEA Directors/designees at the close of the meeting.

Summary of Results: Twelve of fourteen questionnaires were returned for a response rate of 86%. Below are mean scores (1-low, 4-high) for items assessing "the extent to which the meeting met the following objectives:"

		Mean Scores
1a.	To provide SEA Directors an understanding of how the WRRC is organized and how services will be provided under the new Cooperative Agreement.	3.83
1b.	To identify the major TA needs of each jurisdiction.	3.75
1c.	To reach agreement on plans for at least one major TA activity for each jurisdiction.	3.92
1d.	To identify priority regional needs for planning multi-state activities.	3.50
1e.	To agree on procedures for regular communication between the SEA Directors and WRRC.	3.25
1f.	To generate recommendations for how to organize a WRRC advisory function.	2.75

2a.	Conference organization	3.92
2b.	Meeting facility	4.00
2c.	Lodging	3.33
2d.	Opportunities for cross-state sharing	3.82
	Overall, effective use of time	3.92

In addition to the scaled items, feedback was also received from several open-ended questions which focused on meeting location and organization, and follow-up activities. These comments have been shared with staff and will be addressed in future planning efforts.

Comments: Feedback from the evaluations and other unsolicited comments indicated that the meeting's objectives were successfully met and that those in attendance considered the meeting to be well worth their time. Valuable feedback was also received for use in future WRRC planning activities.

Quarter 3

SEA Director Meeting: During this past quarter WRRC staff developed the purpose and outcomes for the upcoming regional SEA Directors' meeting, scheduled for July in San Francisco. The meeting will include opportunities for networking, as well as information sessions and exchanges around "hot topics" identified by the membership over the past several months. The meeting will continue the information and exchanges established on the WRRC's monthly teleconferences, with the additional benefit of more intense networking.

SEA Director Monthly Conference Calls: WRRC conducted monthly teleconference calls with SEA Directors and selected staff. The calls have been primarily topical in nature (e.g., ADD, 504 SEA monitoring) but also serve as a forum for discussing emerging issues and WRRC assistance to states.

Stakeholder Involvement: The WRRC continues to work to include other stakeholders in the conduct of ongoing technical assistance. Examples include: the WA finance study, which used an advisory group consisting of parent and advocacy group leaders, education and other personnel. The TAPP/RRC conference also brought together parents and SEA personnel to examine multicultural issues and to recommend continuing RRC/TAPP collaboration in this area. This level of involvement is increasing and provides a more direct and meaningful level of input to WRRC planning than former advisory models.

Quarter 4

SEA Director Meeting: During the OSEP Leadership Conference the WRRC met with its region's SEA Directors to help design the annual regional meeting, to be held in San Francisco in July. Once logistics were completed, WRRC effort focused on developing content sessions during the meeting which would acknowledge the diversity of functions required of an SEA Director and provide ideas for improving leadership skills in times of significant political change. SEA Directors were also asked to select topics for monthly conference calls, and to share state perceptions on priority issues. These issues included collaboration and follow-up with TAPP on Celebrating Diversity, SEA monitoring, Pacific program developments (e.g., State Plan development in emerging governments, vocational rehabilitation program development in FSM and RMI), and legal issues. There was a positive response from the SEA Directors about this portion of the agenda. We hope it will made a regular part of the annual Spring meeting.

SEA Director Monthly Conference Calls: Originally intended to be an avenue for the SEA Directors to provide input to the WRRC on needs and program issues, these calls have evolved to monthly topical conferences on issues identified by the SEA Directors. This shift has been at the request of the SEA Directors and increased participation on the calls is testimony to the value they and their staff see in the calls. The calls during this quarter were:

Date	Topic	Comments
March 2	ADD/ADHD	Consultant: Dr. James Swanson, Director of the ADD Institute, University of California Irvine
April 6	IDEA Complaints Management	Consultant: Jeanne Kincaid, an attorney with staff experience in the OR SEA and Region X OCR
May 26	Medicaid Reimbursement and Third Party Billing Systems	Summary prepared by WRRC staff. Discussion with Oregon and California participants on the call with their experience in setting up billing systems. Summary prepared by WRRC staff. Discussion with Oregon and California participants on the call with their experience in setting up billing systems.

These calls have been well received by SEA Directors and are planned for each month during the coming year. Future topics may include:

- ADA and its implications for SEAs and LEAs
- BD/SED (programs, eligibility, mental health collaboration)
- Adjudicated youth
- Final IDEA Regulations: Overview of Implications for States
- IDEA Regs: Assistive device requirements and policy alternatives
- Collaboration with TAPP/PAVE (follow-up "Celebrating Diversity")
- IDEA Regs: Transition requirements and policy alternatives
- IDEA Regulations: monitoring requirements and policy alternatives
- TBI - Psychological/Neurological Assessments
- Student outcomes

Ongoing SEA Director Input: The WRRC has spent considerable effort this past quarter analyzing its strategies for maintaining connections with and being responsive to SEAs. A number of Directors have offered commendations on how we currently operate as well as suggestions for improvement. One observed that "it's tough for you [the WRRC] to figure out how to be responsive" in the midst of major changes in education, and in the political environments in which SEAs function. Providing leadership in creative ways to make things happen is one valuable strategy; "keeping with the flow, but not demanding too much in return. It's a hard position to be in, but the WRRC does fine."

Stakeholder Involvement: The WRRC took the opportunity provided by the OSEP Leadership meeting to select participants from Region 6 who represented various stakeholders in educational programs. Recognizing the diversity and breadth of this region, the Center solicited nominations from its SEA directors for each of the six groups.

By requesting SEA director input without relinquishing the final decision, the WRRC and its clientele jointly acknowledged the importance and value of consumer perspectives in designing and delivering education programs. Careful consideration was given to each nomination, and the eventual "team" accompanying WRRC staff and SEA directors came from as many of the region's jurisdictions as feasible. The group included local and state board representation, an adult with disabilities, a parent advocate, an IHE representative, two principals (one each from the Pacific and mainland areas), and a director of special education. In addition to attending the conference and injecting their individual perspectives and expertise into the proceedings, these stakeholders also participated in the WRRC's regional meeting during the conference.

YEAR 2

Quarter 1

SEA Director Meeting: The WRRC held its regional SEA Directors' Meeting July 20-21, 1992 in San Francisco. Twelve of the fourteen jurisdictions were represented. The agenda included two keynote presentations: effective management, and educational leadership in a time of change. "Doc" Williams, Commissioner of Region IX RSA, spoke on the reauthorization of the Rehabilitation Act and implications for schools. In addition to these substantive issues, WRRC staff met with SEA Directors individually and in small groups to plan technical assistance for year two. One set of these small groups was structured to engage both clients (SEA directors) and providers (WRRC staff) in a discussion of various technical assistance strategies and their effectiveness.

Outcome Evaluation Report

Summary of Evaluation Methodology: SEA Directors were asked for immediate feedback on meeting presentations, objectives, quality and application, each item ranked 1 (low) to 4 (high). In addition, respondents indicated areas in which they were interested in the WRRC providing regional assistance.

Evaluation Results: Ratings were positive for both keynote presenters, and varied across SEA directors. The small group sessions received higher rankings, underscoring the value the directors place on interactions with each other and with WRRC staff on common issues. Other outcomes: opportunities to connect with peers, the value of the meeting to the directors' roles, and the use of the time all received high marks. Both small groups and evaluation questions solicited suggestions for focus areas for possible regional attention, which served to inform both the individual state planning sessions and Center decisions on multistate activities for this second year.

Comments: The WRRC continues to work toward conducting meetings which elicit the information necessary to do good work and are perceived as benefits to the clients as they provide such information. This meeting represents a well-received and successful blend of providing information to the Center and providing benefit to the clients.

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SEA Director Monthly Conference Calls: Topical conference calls were held with SEA Directors in Region VI for June and August. Each call focused on a topic of current interest to the Directors:

- June - Current legal issues in IDEA and related law (from a summary of the IDLR 1992 Law Conference).
- August - ADA requirements and implications for schools (especially Title II governing public agencies).

This particular form of assistance to states involves pre-call preparation and dissemination of a brief issues analysis, call facilitation and leading the discussion, and distribution of the minutes to all SEAs. Consultants are often engaged for the calls (for this quarter's calls, we were joined by Jeanne Kincaid, a Washington attorney previously with the Oregon SEA and the Region X Office of Civil Rights).

Stakeholder Involvement: Connections continue with various members of the regional "team" the WRRC supported to the OSEP Spring Leadership Conference. Several information requests have been answered, and some links established between these professionals and other special education personnel in the region.

Additionally, WRRC staff raise questions about the opportunity for stakeholder involvement as we review and authorize new technical assistance activities. Specific outcomes from these activities, including consumer participation, are reported in the respective progress sections.

Quarter 2

SEA Director Monthly Conference Calls Two Region 6 SEA Directors topical conference calls were held during the quarter. These are becoming an increasingly important centerpiece of the WRRC's communication with SEAs on emerging issues. SEA Directors express enthusiasm for these calls as an efficient way for them and their staff members to remain in touch with emerging policy issues. The topics of the calls during this quarter were: Adjudicated Youth, and Final IDEA Regulations: Overview of Implications for States. For each call, WRRC staff and consultants prepared briefing materials and a structure for guiding the discussion. Each call is described below.

- October - Adjudicated Youth. Eleven jurisdictions (all in the region except the developing governments of the Pacific) participated in this call. The agenda included a brief summary of the major points of law covered by court cases, two OSEP letters, and four OCR letters regarding special educational services to youths and adults (aged 18-21) in correctional facilities. In short, FAPE is not lost when someone is incarcerated and that presents logistic and programmatic problems to states which can only be addressed through interagency cooperation. Among the next steps in this activity (see MU11 ADJ) is the development of a topical update on this issue and a forum of Region 6 states in March. That forum will include special education/corrections teams from each state to focus on adult corrections systems and the provision of FAPE to those incarcerated.

- November - Final IDEA Regulations: Overview of Implications for States. A copy of the final regulations, with notations, and an analysis of them outlining the major changes was sent to all directors prior to the call. Discussion centered on understanding the major changes and their implications for SEA policy and program. Directors unanimously agreed to three additional calls on the IDEA changes, focusing on specific issues of assistive devices and services, transition, and SEA monitoring.

Stakeholder Involvement: Involving a variety of constituents in WRRC activities is a standard practice. Examples of such involvement during the last quarter are featured below. Through the involvement of stakeholder groups, both the SEA and WRRC receive valuable advice regarding the work being done and its specific relevance to the stakeholder populations.

AK01 CSPD: WRRC staff worked with the AK CSPD committee to develop the CSPD state plan. The committee includes 15 members representing regular and special education administrators, regular and special education teachers, the SEA, Early Intervention Services, AK NEA, State TA Agency, IHE and parents.

CA01 MGT: The 7-PAK Jobs Alike meetings which focus on student outcomes have included SELPA directors and a member of the CA Special Education Advisory Committee, who is also the parent of a child with a disability.

CA02 RES: A SELPA director and a program specialist from another SELPA were members of a California/WRRC team that participated in a site visit to review programs in Pennsylvania. Recommendations from this visit impacted the reform agenda in CA.

OR03 ECH: Stakeholders participated in two meetings facilitated by WRRC staff. The first meeting was to help individuals articulate the respective roles and responsibilities of the state ICC, the SEA and regional contractors in regard to early childhood/early intervention programs; the second meeting, specific to the ICC, was to help the membership further refine its particular roles and responsibilities, and to develop a mission and goals for effectively fulfilling them. The ICC membership includes all major stakeholder groups.

WA02 MON (State Forms Project): In early November, 1,000 copies of the 'final draft' Washington standardized forms for special education were distributed statewide for use, review and comment. A questionnaire was included in this mailing to aid stakeholder feedback. Comments submitted will be reviewed in February, 1993.

WA04 MGT (Regulatory Review): A steering committee including district personnel, parents, and others met with project staff and consultants this quarter to review and approve the work plan and to give input on work completed to date.

ID05 TRN: The Idaho Community Transition Teams established in four districts are comprised of school and adult services personnel, parents, students and advocates, and representatives from community business and civic organizations. With SEA and WRRC assistance, the teams are addressing the high priority needs of secondary special education, transition and adult services in their local community.

MR04 TRN: The State System Change Grantees participate in regular teleconferences co-sponsored by the RRC and OSEP. Along with the SEA, representatives include vocational rehabilitation and human services personnel.

WRRC staff presentations on the final IDEA regulations were attended by teachers, administrators, and other service personnel in Oregon and California statewide meetings.

MU10 AST: Some of the Assistive Technology personnel in districts participate with their SEA in monthly topical teleconferences hosted by the WRRC.

Palau: Parents and a student met with WRRC staff, consultant, SEA director and high school teachers to delineate needs for secondary program improvement.

Quarter 3

SEA Director Monthly Conference Calls: Three SEA Directors' calls were held this quarter:

- December - IDEA Regulations: Assistive Technology Services and Devices Requirements and Implications. This was the first IDEA "specific issue" call. The WRRC staff reviewed the IDEA regulations and other available materials and prepared a guide for deciding when assistive technology may be required for a student in special education. The guide covered basic conditions (e.g., a student must be eligible for special education to receive support under IDEA for the use of assistive technology), and then specific guidance for decisions regarding eligibility, evaluation, IEP development, placement, and when such devices may be used in settings other than the school. This guide was presented as a template for when policy/regulation may need clarification (e.g., much of the guidance is drawn from the regulations regarding decisions about any related service). The guide served as the basis for discussion on the call.

- January - IDEA Regulations: Transition Requirements and Implications. SEA Directors received three summary items prepared for this call:
    - the transition components of IDEA;
    - the rehabilitation reauthorization;
    - follow up to questions on the new IDEA regs relating to personnel standards.

  This call highlighted some important features of IDEA related to transition planning and the new requirements.

- February - IDEA Regulations: Monitoring Requirements & Implications for States. This call focused on the new IDEA regulations and their implications for SEA monitoring of LEAs in areas including transition, childfind, childcount, CSPD, parents rights and notice, and corrective actions. The National Agenda MR TAA was also reviewed again during this call and support provided for continued WRRC involvement.

Any unexpected and/or interim evaluation information:

The SEA Director's monthly call on IDEA on monitoring prompted an exchange of information between SEA staff in OR and WA. Following the call, the WA monitoring coordinator called to say she "found yesterday's discussion very helpful and stimulating." She reported she'd received permission from her director to visit the OR SEA to pursue some common issues and pool strategies. These two states invited the WRRC to the meeting when it is set.

Quarter 4

SEA Director Meeting: Region 6 SEA Directors met during a luncheon at the OSEP Spring Leadership Conference to review the current status of final activities during the two year funding period, to review evaluation activities to be pursued during the close-out period (e.g., the update of the WRRC Highlights document), and to discuss issues of common concern.

SEA Director Monthly Conference Calls: Two SEA Directors' calls were held this quarter (the OSEP Leadership Conference superseded the April call):

- March - The purpose of this call was to briefly review the "Corrections Connection" activity (see MU11 - Adjudicated Youth) and to discuss emerging issues which might be addressed by future calls. Topics identified included Neurological Assessment of TBI, Consumer Perspectives on Reform, Maintenance of Effort and Supplanting, Inclusion, Documentation used for Monitoring LEAs on LRE, School Reform, Decentralization/Deregulation.

- May - The topic was Supplanting/Maintenance of Effort. The call was structured around the following discussion questions:

    * What are the impacts of these requirements when states cut funding in education?
    * What have SEAs in the region, who have faced substantial cuts, done to manage these requirements?
    * Under what conditions does OSEP bring sanctions against a state where supplanting may exist? Under what conditions do SEAs bring sanctions against LEAs where supplanting may exist?
    * Do supplanting requirements get in the way of reform/restructuring? How so?
    * What benefits does the supplanting requirement provide?
    * Are there implications for action to seek during reauthorization?

  The general state perception on this issue is that the supplanting requirement provides some protection of funds from a wholesale raid by general education or the state legislature, but that there are individual district cases where application of the supplanting standard makes no sense. Exceptions are limited to only where there has been a substantial drop in enrollment or when substantial funds have been expended on equipment, facilities or other capitol expenses. This standard, for example, serves as a disincentive to placement in more expensive settings (e.g., a residential placement by a smaller district) and to returning the student to the home community.

Stakeholder Involvement in Specific TA continue throughout the duration of this two year award. Reports on individual TA activities reflect this practice in most cases.